

AKDENİZ UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

Mehmet Galip ZORBA

**AN EVALUATION OF ANATOLIAN HIGH SCHOOLS' 9th GRADE EFL
CURRICULUM AND COURSE MATERIALS THROUGH THE PRINCIPLES OF
THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES**

Foreign Language Teaching Department

MA Thesis

Antalya, 2012

AKDENİZ UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

Mehmet Galip ZORBA

**AN EVALUATION OF ANATOLIAN HIGH SCHOOLS' 9th GRADE EFL
CURRICULUM AND COURSE MATERIALS THROUGH THE PRINCIPLES OF
THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES**

Supervisor

Assoc. Prof. Dr. Arda ARIKAN

Foreign Language Teaching Department

MA Thesis

Antalya, 2012

TABLE OF CONTENTS

LIST OF TABLES	iv
LIST OF FIGURES	vi
LIST OF ABBREVIATION	vii
ABSTRACT	viii
ÖZET	x
ACKNOWLEDGMENTS	xii

CHAPTER I

INTRODUCTION

1.1 Background of the Study.....	2
1.2 Problem of the Study.....	3
1.3 Purpose of the Study.....	4
1.4 Research Questions.....	5
1.5 Limitations.....	5
1.6 Definitions of Terms.....	6

CHAPTER II

REVIEW OF LITERATURE

2.1 The Council of Europe, the European Union and Turkey.....	8
2.1.1 Language Education Policies in Europe.....	9
2.2 The Common European Framework of References for Languages.....	12
2.2.1 Historical Background.....	12
2.2.2 Need for the CEFR.....	14
2.2.3 What is the CEFR?	15
2.2.4 The Common Reference Levels (CRL).....	18
2.2.5 Features of ‘Can do’ Descriptors.....	23
2.2.6 The A2 (Waystage) Level	25
2.3 Ministry of Education EFL Curriculum and Coursebooks.....	28

2.3.1 Anatolian High Schools' 9 th grade EFL curriculum.....	28
2.3.2 The Coursebooks Used by the MONE.....	32
2.4 Curriculum and Evaluation.....	33
2.4.1 Types of Curriculum Evaluation.....	36
2.5 Coursebook Evaluation.....	38
2.6 Related Studies on Curriculum and Coursebook Evaluation.....	42
2.6.1 National Studies.....	42
2.6.2 International Studies.....	46

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction.....	51
3.2 Research Method.....	51
3.3 The Instrument and Data Analysis.....	52

CHAPTER IV

RESULTS AND DISCUSSION

4.1 The Principles of the CEFR.....	54
4.2 Evaluation of Anatolian High Schools' EFL Curriculum.....	60
4.3 Evaluation of <i>New Bridge to Success for Grade 9</i>	87

CHAPTER V

CONCLUSION

5.1 Conclusion.....	95
---------------------	----

CHAPTER VI

IMPLICATIONS AND SUGGESTIONS

6.1 Implications for Practice.....	99
6.2 Suggestions for Further Studies.....	100

REFERENCES	101
APPENDICES	114
Appendix 1	114
Appendix 2	116
Appendix 3	129
Appendix 4	130
Appendix 5	131
CURRICULUM VITEA.....	132

LIST OF TABLES

Table 2.1 Education Programmes of the CoE.....	11
Table 2.2 The Features of the CEFR and Their Explanations	18
Table 2.3 Common Reference Levels.....	19
Table 2.4 Common Reference Levels Global Scale.....	20
Table 2.5 Common Reference Levels Self-assessment Grid.....	21
Table 2.6 A2 Level Global Scale.....	26
Table 2.7 A2 Self-assessment Grid.....	27
Table 2.8 A2-CRL Qualitative Aspects of Spoken Language.....	27
Table 2.9 Foreign Language Learning Principles.....	29
Table 2.10 The Learning Field: Listening.....	30
Table 2.11 The Learning Field: Speaking.....	30
Table 2.12 The Learning Field: Reading	31
Table 2.13 The Learning Field: Writing.....	32
Table 4.1 Principles of the CEFR.....	54
Table 4.2 The A2 Level Principles of the CEFR in the Listening Skill.....	58
Table 4.3 The A2 Level Principles of the CEFR in the Reading Skill	58
Table 4.4 The A2 Level Principles of the CEFR in the Spoken Interaction Skill	59
Table 4.5 The A2 Level Principles of the CEFR in the Spoken Production Skill	59
Table 4.6 The A2 Level Principles of the CEFR in the Writing Skill	60
Table 4.7 General Aims of the Curriculum.....	61
Table 4.8 The Scope of the Curriculum.....	63
Table 4.9 The Principles of Foreign Language Teaching.....	64
Table 4.10 Setting-up Classroom Environment in Foreign Language Learning.....	65
Table 4.11 The Role of Students.....	66
Table 4.12 General Features of the Curriculum.....	68
Table 4.13 Learning-Teaching Process.....	71
Table 4.14 Assessment.....	73
Table 4.15 The Assessment of Language Elements.....	74
Table 4.16 The Gains in the Listening Skill.....	75
Table 4.17 The Gains in the Spoken Interaction Skill.....	77
Table 4.18 The Gains in the Spoken Production Skill.....	79
Table 4.19 The Gains in the Reading Skill.....	81

Table 4.20 The Gains in the Writing Skill.....	83
Table 4.21 The Overall Results for the Gains.....	86
Table 4.22 Distribution of Activities by Skills.....	87
Table 4.23 A2 Listening.....	88
Table 4.24 A2 Spoken Interaction.....	89
Table 4.25 A2 Spoken Production.....	90
Table 4.26 A2 Reading.....	91
Table 4.27 A2 Writing.....	92
Table 4.28 Breeze Self-assessment Chart.....	94

LIST OF FIGURES

Figure 1.1 Study's Framework.....	4
Figure 2.1 Language Division of the Council of Europe	10
Figure 2.2 Features of the CEFR.....	17
Figure 2.3 Brown's Systematic Approach Designing and Maintaining Language Curriculum.....	36

LIST OF ABBREVIATIONS

CEFR: The Common European Framework of Reference for Languages

CoE: Council of Europe

CRL: Common Reference Levels

DIALANG: Diagnostic Language Testing

ECML: European Centre for Modern Languages

EFL: English as a Foreign Language

EHEA: European Higher Education Area

ELP: European Language Portfolio

ELT: English Language Teaching

EU: European Union

MONE: Ministry of National Education

ABSTRACT

The CEFR has been one of the most debated issues in foreign language teaching in the last decade. It aims to standardize language teaching, learning and assessment across Europe through setting some principles. Therefore, some scholars have been praising the CEFR whereas some harshly criticize it. Nevertheless, The MONE has decided to revise EFL curricula and course materials in accordance with the principles of the CEFR. The current curriculum, prepared in 2011, states that communicative approach and the criteria determined in the CEFR were adopted during the development of the curriculum. Besides, in Turkey's case, EFL curricula are only maintained with and highly dependent on coursebooks. Therefore, both EFL curricula and the related course materials are worth being evaluated in terms of the principles of the CEFR in order to identify coherence of both documents with the CEFR. In this sense, the aim of this study is to evaluate Anatolian High Schools' 9th grade EFL curriculum and the related coursebook titled *New Bridge to Success for Grade 9*, through the principles of the CEFR.

In parallel to the aim of the study, answers are sought to the following research questions that guided the study;

1. What are the principles of the CEFR?
2. To what extent does Anatolian High Schools' 9th grade EFL curriculum meet the principles of the CEFR?
3. To what extent do the Anatolian High Schools' 9th grade EFL course materials meet the principles of the CEFR?

As for the method of the study, document analysis method is employed to seek answers to the research questions set. The CEFR, Anatolian High Schools' 9th grade EFL curriculum, and the related coursebook titled as *New Bridge to Success for Grade 9* are the documents analyzed in this study. In order to determine the principles of the CEFR according to which the curriculum and the coursebook examined, the CEFR was exposed to multiple readings by the researcher. As a result of this process, the principles of the CEFR were determined. During the analysis of the curriculum these determined principles of the CEFR are sought. Then, the gains of the curriculum for the five language skills were analyzed through a checklist adopted from the

A2 level descriptors of the ELP. In this process, the coursebook was first analyzed in terms of the tasks and their distributions among the five skills were determined. Then, they were analyzed in order to identify whether these tasks were suitable for the A2 level or not. Lastly, the coursebook is analyzed again so as to identify the principles of the CEFR.

As a result, nine principles of the CEFR were defined. These defined principles of the CEFR are sought in Anatolian High Schools' curriculum, and the following results are reached;

1. In general, the curriculum embraces 7 out of 9 principles of the CEFR which are communicative language teaching, task-based learning, learner-autonomy, learner-centeredness, self-assessment, interculturality and pluriculturalism whereas plurilingualism and the ELP are overlooked in the curriculum. However, these 7 principles are not harmonized equally. Communicative language teaching, task-based learning, learner-autonomy, learner-centeredness are prioritized whereas self-assessment, interculturality and pluriculturalism remain in the background.
2. The analysis of the gains for the five language skills shows that there is an unequal distribution in the gains for the five skills. Besides, the results show that 38.29% of the gains are appropriate to the A2 level descriptors.
3. The general analysis of the coursebook shows that there is an unequal distribution among tasks. In this sense, the coursebook mainly focuses on teaching grammar rules and vocabulary rather than teaching the five language skills since 30.5% of the tasks in the coursebook are related to grammar rules and vocabulary.
4. The detailed analysis of the tasks shows that the coursebook titled as *New Bridge to Success for Grade 9* are not appropriate to the A2 level since 168 out of 792 (21.21%) tasks match with the A2 level descriptors.
5. Lastly, the analysis of the coursebook in terms of the principles of the CEFR shows that the coursebook does not involve any tasks related to plurilingualism. Besides, it does not support the use of the ELP. It provides a limited number of activities related to interculturality and pluriculturalism.

ÖZET

Avrupa Dilleri Öğretimi Ortak Çerçeve Programı (ADÖÇEP) son yıllarda yabancı dil öğretiminde oldukça tartışılan bir kavramdır. Bazı uzmanlar tarafından oldukça benimsenirken bazı tarafından da sert bir şekilde eleştirilere maruz kalmaktadır. Temel olarak Avrupa'daki dil öğrenime, öğretime ve değerlendirmesini bir takım prensipler ile belirli bir standarta sokmayı hedeflemektedir. Milli Eğitim Bakanlığı'nda İngilizce öğretim programını ADÖÇEP'e göre yenilenmesine karar vermiş ve mevcut program 2011 yılında uygulanmaya başlamıştır. Buna bağlı olarak okullarda okutulan İngilizce ders kitapları da programa uygunluklarının sağlanması için yenilenmiştir. Buna ek olarak, Türkiye'de İngilizce öğretiminin ders kitaplarıyla sürdürülebilmesi ve İngilizce derslerinin sadece ders kitaplarına bağımlı bir halde işlenmesi, hem mevcut İngilizce öğretim programının hem de İngilizce ders kitaplarının ADÖÇEP'e göre değerlendirilmesini gerekli kılmaktadır.

Bu çalışmanın amacı da mevcut İngilizce öğretim programını ve Anadolu Liseleri 9. Sınıflarında okutulan *New Bridge to Success for Grade 9* isimli ders kitabını ADÖÇEP'in prensiplerine göre incelemek ve hem mevcut programın hem de ders kitabının ADÖÇEP'in öngördüğü prensiplerle ne kadar uyumlu olduğunu görmektir.

Çalışmanın amacına uygun olarak, aşağıdaki araştırma sorularına yanıt aranmıştır.

1. ADÖÇEP'n prensipleri nelerdir?
2. Anadolu Liseleri 9. Sınıf İngilizce dersi öğretim programı, ADÖÇEP'in prensipleriyle ne kadar uyumludur?
3. Anadolu Liseleri 9. Sınıf İngilizce ders kitabı (*New Bridge to Success for Grade 9*), ADÖÇEP'in prensipleriyle ne kadar uyumludur?

Araştırma doküman incelemesi ilkelerine göre yapılmıştır ve elde edilen veriler içerik analizi yöntemiyle değerlendirilmiştir.

İngilizce öğretim programı ve ders kitabının incelenmesinin ardından aşağıdaki sonuçlara ulaşılmıştır.

1. Mevcut İngilizce dersi öğretim programı, ADÖÇEP'in belirlenen dokuz prensibinden yedi tanesini kapsamaktadır. Ancak mevcut program bu yedi prensibi eşit bir şekilde karşılamamaktadır. Mevcut program bu yedi prensipten bazılarını ön

plana çıkarırken, bazılarını arka planda bırakmıştır, bazılarını da programa hiçbir şekilde dahil etmemiştir.

2. Mevcut İngilizce dersi öğretim programının kazanımlarının incelenmesi ve analiz edilmesi sonucunda, beş dil becerisindeki (dinleme, yazma, okuma, karşılıklı konuşma ve sözlü anlatım) kazanım sayılarında dengesiz bir dağılım saptanmıştır. Programda toplam 235 kazanıma yer verilmiştir. Ancak bu 235 kazanımın sadece 90 tanesi (% 38.29) A2 seviyesinin betimleyicilerine uygundur.
3. Anadolu Liseleri 9. sınıflarında okutulan ders kitabının genel incelemesi sonucunda, söz konusu ders kitabında yer alan etkinliklerde dil becerilerine göre dengesiz bir dağılım saptanmıştır. Ders kitabının %30'luk kısmının dilbilgisi ve kelime öğrenimine yönelik etkinliklerden oluştuğu görülmüştür. Ayrıca sözlü anlatım ve yazma becerisine yönelik etkinliklerin sayısı bu becerilerin öğretilmesini için tatmin edici sayıda değildir. Bu açıdan bakıldığında, söz konusu ders kitabının mevcut İngilizce dersi öğretim programıyla ve ADÖÇEP'le uyumlu olduğunu söylemek oldukça zordur.
4. Söz konusu ders kitabının detaylı incelemesi sonucunda ise ders kitabında yer alan toplam 792 etkinliğin sadece 168 tanesinin (% 21.21) A2 seviyesine uygun olduğu belirlenmiştir.
5. Söz konusu ders kitabı ADÖÇEP'in prensipleri açısından incelendiğinde de, belirlenen prensiplerin bazılarının ders kitabı tarafından göz ardı edildiği görülmüştür.

Bu sonuçlar ışığında Milli Eğitim Bakanlığı'na mevcut İngilizce dersi öğretim programının ve incelenen ders kitabının geliştirilmesine yönelik önerilerde bulunulmuştur.

ACKNOWLEDGEMENT

I started my MA thesis under the guidance of my advisor Assoc. Prof. Dr. İsmail Hakkı MİRİCİ without whom this thesis would not be realized.

I would like to express my deepest gratitude to my thesis supervisor Assoc. Prof. Dr. Arda ARIKAN, for his invaluable support and patience throughout the study. His academic guidance and daily encouragement enabled me to continue my studies. I feel honored to be one of his privileged students.

I would also like to specifically thank Asst. Prof. Dr. Hatice Sezgi SARAÇ for her valuable contributions to my study.

In addition, I wish to express my deepest thanks to my fiancé Hatice AKIN for her warm support and patience.

Last but not least, my sincere thanks to my parents, Erdal and Aynur ZORBA, for their patience and understanding. I also owe thanks to my sister Merve ZORBA.

This thesis would not be possible without your support and love.

CHAPTER I

INTRODUCTION

This chapter gives some background information on the study, titled “An Evaluation of Anatolian High Schools’ 9th Grade EFL Curriculum and Course Materials through Principles of the Common European Framework of Reference for Languages” (hereafter CEFR), and presents the problem and the analysis of the study. After giving the purpose of the study, it also presents the research questions. Through the end of the chapter the limitations that affected the study and definition of terms are also presented and discussed in detail.

Although English is not the most widely spoken native language in the world, it has, undoubtedly, become a lingua franca and became the most popular foreign language (Seidlhofer, 2005). Therefore, English started to be learnt by many people all round the world. As a result of this, as Acar (2009) states, “English has taken various forms reflecting the linguistic and cultural backgrounds of the speakers” (p. 12). Furthermore, Acar (2009) explains that English is not only learned as a foreign language to communicate with native speakers but is used more and more as an international language among both native and non-native speakers (p.12). The fact that many people has learnt English brought forth the term English as a foreign language (hereafter EFL). Different language teaching approaches and methods developed in years, and they more or less affected EFL in years. Communicative language teaching is one of the methods that affected EFL. The method aims to teach the target language by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman, 2010). Communicative language teaching was well embraced by the Council of Europe for projects aiming to develop conceptual and planning instruments to assist teachers and course planner to analyze learners’ needs and learning objectives (van Ek and Trim, 1990). As a result of this project, in 1975, van Ek and Trim published their books named as *the Threshold Level*, which provides a set of specifications for first-level communicative language syllabi and have had a strong influence on the design of communicative language programs and coursebooks in Europe (Richards & Rodgers, 2006). The well acceptance of the book paved way to *the Waystage Level* in 1990 and *the Vantage Level* in 2000. In 2001, these three publications were incorporated in and constitute *The Common European Framework of References for Languages* (CEFR). The CEFR is mainly based on communicative language teaching which aims at standardization in language teaching, learning and assessment by targeting the

improvement of communicative and intercultural competencies, and that of learner autonomy (Karababa & Saraç-Süzer, 2010). The CEFR has been used for developing language tests, certificate programs, curricula and coursebooks since 2001 (Mansilla & others, 2007).

The Ministry of Turkish National Education (hereafter MONE) has been working on the adaptation of the CEFR in foreign language education in Turkey. The Secondary Schools' EFL curriculum published in 2011 is stated to have adopted the criteria determined in the CEFR. Students' learning gains as stated in the curriculum are based on both the CEFR and the principles of the communicative language teaching.

This study aims to reach results about both the current EFL curriculum and the coursebook used in Anatolian High Schools' 9th grade. It is expected that the detailed analysis of the curriculum and the course materials will provide data on the reflection of the CEFR in the curriculum and the course materials.

In this study, the researcher tries to present a descriptive, not prescriptive, study on evaluation Anatolian High Schools' EFL curriculum and the related coursebook in terms of the principles of the CEFR. This study includes six chapters and the detailed information about each chapter is given as follows.

In this chapter the components of the research such as the background of the study, problem of the study, purpose of the study, research questions and limitations are presented. In the second chapter, a detailed literature review on the CEFR, Anatolian High Schools' EFL curriculum and procedures related to coursebook evaluation are presented. In the third chapter, the method of the study is explained in a detailed way. In the fourth chapter, the curriculum and the coursebook are analyzed through focusing on the principles of the CEFR and the A2 level descriptors, and the results are discussed. In the fifth chapter, the summary of the study and the overall evaluation of the results are shared. In the last chapter, practical and theoretical implications of the study are presented.

1.1 Background of the Study

In foreign language teaching, it has been widely recognised that speaking, reading, writing and listening are indispensable skills that learners need so as to communicate in a foreign language in a culturally and socially appropriate way. In other words, the main aim of

language learning is to communicate with other people in one way or another. CEFR, which was developed by the Council of Europe, came to fore and has been on the agenda in the realm of language teaching for the last decade although it has its origin in over 40 years of work on modern languages. What has made it so popular in the last decade is the changes in the methods of teaching, the nature of the materials used, the description of what is to be learnt and the originality of the assessment of learning. The CEFR is intended to standardize language learning across Europe by providing:

“a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001, p. 1).

The CEFR’s main function is to assist learners, teachers, course designers, examining bodies and educational administrators to co-ordinate their effort. As it includes self-assessment checklists, it enables teachers and students to see their progress. In the light of these innovations, the MONE has decided to revise Turkey’s EFL curricula and course materials in accordance with the principles of the CEFR. The Board of Education has made some fundamental adjustments in both EFL curricula and the course materials. Hence, the aim of this study is to evaluate the revised version of the Anatolian High Schools’ 9th grade EFL curriculum and the course materials in relation to the principles of the CEFR and to discuss to what extent the curriculum and the course materials meet the principles of the CEFR.

1.2. Problem of the Study

Learning a foreign language has been a necessity for the last two decades in the world that has been globalizing rapidly. As globalization affects not only foreign relations but also education and educational policies, communicating in at least one foreign language effectively has become essential. As the most commonly used language in the world, English is the most dominant foreign language in our education system. Demirel (2003) states that foreign language education in Turkey is based on teaching English as a foreign language. This is also because English is the dominant language in almost all communicative channels such as television, the Internet, and mass media. Since 2004, the MONE has been revising our education system. In this process, it was announced that the drawbacks and obsolete part of the foreign language education curricula and the course materials would also be revised. The Board of Education declared that “the CEFR is a valuable source to be used for the

development of foreign language curriculum, and the new program will be based on the CEFR” (Karaçalı, 2004). In this sense, the Board of Education decided to initiate the application and dissemination of the CEFR.

Despite all the promising development about the revision of the EFL curricula according to the principles of the CEFR, the consistence of the EFL curricula and the course materials related with the CEFR is not at an expected level (Tosun, 2007; Doğan 2007). Besides the program, teachers also have difficulty with the course materials in terms of content and availability. Ezici (2008) states that the coursebook titled as *New Bridge to Success* - which was declared to be prepared in accordance with the CEFR - is not an effective coursebooks series in terms of the selection and organization of the content. In addition, she states that many English teachers are not satisfied with the *New Bridge to Success* series.

To sum up, it can be stated that the MONE has had great challenges in adapting and revising the EFL curricula and related course materials according to the principles of the CEFR although such efforts must be studied scientifically to improve the quality of education.

1.3. Purpose of the Study

In the light of the information mentioned above, the main purpose of this study is to evaluate the Anatolian High Schools’ 9th grade EFL curriculum and the course materials in relation to the CEFR (see Figure 1). The study aims at examining the principles of the CEFR in detail and to discuss to what extent Anatolian High Schools 9th grade EFL curriculum and the course materials match with the principles of the CEFR.

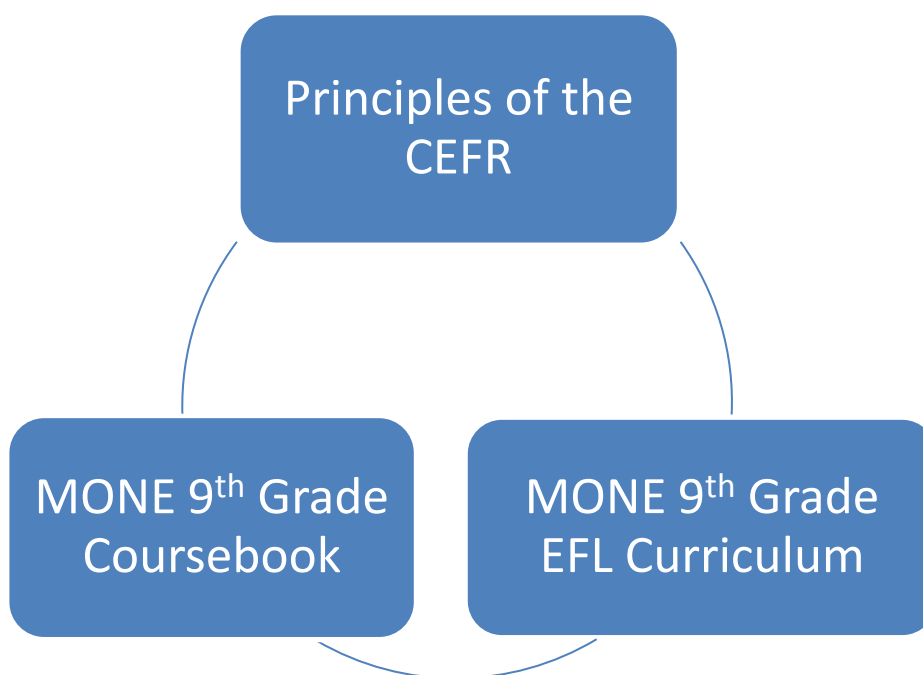


Figure 1.1 The Study's Framework

On the other hand, it is believed that the results of the study would be useful for revising and improving both the EFL curriculum and the related course materials. In this way, it is aimed that the CEFR will be understood better and teachers as well as learners will be able to use it effectively in the language teaching/learning process.

1.4. Research Questions

Parallel to the aims of the study, the following research questions are expected to be answered:

- 1- What are the principles of the CEFR?
- 2- To what extent does Anatolian High Schools' 9th grade EFL curriculum meet the principles of the CEFR?
- 3- To what extent do Anatolian High Schools' 9th grade EFL course materials meet the principles of the CEFR?

1.5. Limitations

The study has some contextual limitations. The study is limited to the evaluation of Anatolian High School's 9th grade EFL curriculum within the frame of the CEFR. Therefore,

some items observed in the curriculum may be regarded as unsuitable in relation the CEFR although they might be methodologically and theoretically correct. Furthermore, some sections of the curriculum are not included in the study as they do not serve to the aims of the study.

The gains stated in the curriculum are only analyzed through the A2 level descriptors since they refer to the five language skills stated in the CEFR. Lastly, only one coursebook that 9th grade students study is analyzed as a course material. Therefore, the findings about the coursebook analyzed cannot be attributed to all of the coursebooks studied in Anatolian High Schools.

1.6 Definitions of Terms

Action-oriented approach: the view of language pedagogy that focuses on various tasks that represent life-like situations.

Can-do statements: The descriptors that inform language users what he or she can do in a certain skill.

Common reference levels (CRL): The levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. There are six levels defined by the CoE: A1, B1, B1, B2, C1, and C2 (Council of Europe, 2001; p. 21).

Communicative language competences: These are competences which empower a person to act using specifically linguistic means (Council of Europe, 2001; p. 9).

Communicative language teaching: It aims to construct of communicative competence together with language functions and argued that learners are expected to be able use. Drawing the attention to the nature of styles and nonverbal communication, it encourages teachers to teach actual communication, not merely structures out of context (MEB, 2006; p. 18).

Global scale: Language proficiency assessment statements that focus merely on overall proficiency.

Language activity: It involves the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task (Council of Europe, 2001; p. 10).

Plurilingualism: Plurilingualism is the ability of an individual to speak more than two languages. However, it is different that multilingualism in which each language is considered in isolation. Plurilingualism emphasized that the languages used should interrelate and interact with one another as a whole in the learner's brain (Ekşi, 2008).

Task: A task is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work (Council of Europe, 2001; p. 9).

CHAPTER II

REVIEW OF LITERATURE

In Chapter II, the review of literature on key aspects of the study is shared. First, the Council of Europe (hereafter CoE), the European Union (hereafter EU) and Turkey's relationship is briefly explored. Then, language education policies in Europe are explained followed some general information about the CoE and the EU is stated. After that, the CEFR, its historical background and its principles are shared in conjunction with those education policies in Europe. What follows is detailed information about Anatolian High Schools' and the 9th grade EFL curriculum. The related literature on curriculum and coursebook evaluation and the key aspects of them are presented.

2.1. The Council of Europe, the European Union and Turkey

World War II led to unprecedented economic and social devastation and also human suffering in Europe, which resulted in disintegration and polarization among the European countries. Besides, it caused the new political necessities and challenges in Europe as well. One of the most significant necessities in the aftermath of World War II was the reconciliation among the Europeans, yet the polarization resulted from World War II among European states was the biggest challenge (Prettenthaler-Ziegerhofer, 2010).

The idea of integration of Europe came to fore in the beginning of the 50s. The term of "United States of Europe" was first publicly stated by Winston Churchill in his famous speech in 1946 in Zurich (Winkler, 2010). After tough negotiations and intense consultations, the idea was embraced, and on 5 May 1949 the CoE was founded in Strasbourg with the participation of ten founding states: Belgium, Denmark, France, Ireland, Italy, Luxembourg, the Netherlands, Norway, Sweden and the United Kingdom (Prettenthaler-Ziegerhofer, 2010). Turkey participated in the CoE on 9 August 1949, nevertheless it obtained the founding member state status and has continuously taken part in the work of the CoE so far (Demirel, 2003).

Today, the EU is an economic and political partnership including 27 European countries. The objectives of the EU are based on providing permanent peace in Europe. In that sense, the CoE and the EU share similarities since both aim to provide permanent peace (Gülcan, 2005). One of the significant objectives of the EU is to coordinate of the member states in

developing common policies in industry, energy, agriculture, transportation, custom, environment, science, technology and education (Gülcan, 2005; Serbest, 2005). After education, the EU's education policies can be defined as the policies and decisions shaped by the CoE and the European Commission (EC) so as to promote collaboration and harmonization in education (Terzi, 2005).

Today, Turkey is still one of the full membership candidate states which maintains the EU's accession negotiations process. Turkey, however, needs to make political, socio-economic, legal and educational reforms (Gülcan, 2005; Tuzcu 2006). Thus, Turkey has been applying and integrating the policies developed in many fields and also started to take part in policy developing processes in these fields. In terms of education policies, Turkey has started to take part in such education programmes as Socrates, Comenius, Grundvig and Leonardo Da Vinci, all of which are the products of the EU Education and Youth Programmes. Turkey was entitled to benefit from the EU Education and Youth Programmes after the Helsinki Summit. Moreover, since 2001, Turkey has been the full member of the Bologna Process, which aims at restructuring European Higher Education Area (EHEA). EHEA was launched in 2010, and "intends to ensure more comparable, compatible and coherent systems of higher education in Europe" (EHEA, n.d.).

2.1.1. Language Education Policies in Europe

As it is known, the EU consists of various nations embodying different cultures and languages. Different cultures and languages mean having different barriers in front of mutual understanding. However, the main objective of the EU is to integrate all these cultures and languages in harmony. Hence, common language education policies were accepted as a priority in promoting mutual understanding while respecting the differences so as to remove these barriers. In order to avoid the obstacles stemming from lack of communication, the CoE founded three official institutions on language policy. These are The Language Policy Division, The European Centre for Modern Languages (hereafter ECML) and The European Charter for Regional or Minority Languages.

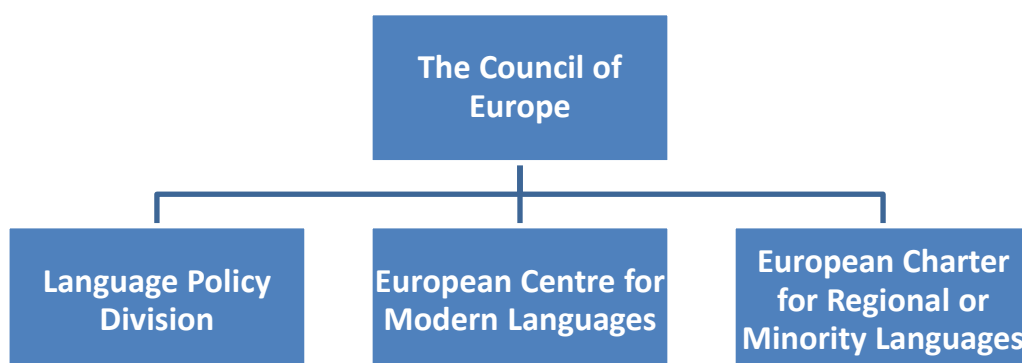


Figure 2.1 Language Divisions of the Council of Europe

The Language Policy Division aims to execute intergovernmental programmes about language education while attaching great importance to activities and tools to support policy development. The Division's programmes and policies are complemented by the ECML and the European Charter for Regional or Minority Languages (Council of Europe). The ECML, based in Austria, works in collaboration with the Language Policy Division for improvement in the teaching and learning of the languages and supports member states in bringing language education policies and practices together (ECML). The European Charter for Regional or Minority Languages is a reflection of the prompting and protecting cultural heritage policy of the CoE based on the idea that languages are indispensable aspects of cultures (Kozhemyakov, 2008). In that sense, the charter aims to encourage the use of minority or regional languages in public and private life (Kozhemyakov, 2008).

The CoE language education policies, generally, aim to promote;

- plurilingualism,
- linguistic diversity,
- mutual understanding,
- democratic citizenship,
- social cohesion (Boldizsar, 2003)

The first step in language education in Europe started with the Lingua Programme which was developed by the CoE in 1976. The programme has four objectives;

- providing the European youths to learn at least two foreign languages spoken in the CoE member states,

- encouraging using new methods to learn new foreign languages,
- disseminating daily use of the European languages in each level of education,
- raising awareness of community, language and culture (Tok & Arıbaşı, 2008).

The EU focuses on education programmes all of which either include or centre around language education. Some of the objectives of the education programmes of the EU concentrate on the importance of language education (Tok & Arıbaşı, 2008). The CoE has contributed to the development of many education programmes all of which either includes or focuses on language teaching and learning. The educational programmes of the CoE are given in Table 1.

Table 2.1 Education Programmes of the CoE

Name of the Programme	Focus
Comenius	School education
Erasmus	Higher education
Grundvig	Adult education
Lingua	Language teaching and learning
Minerva	Open education, distance learning, information and communication technologies
Marie Curie	Research and scholarship
Leonardo Da Vinci	Vocational education
Jean Monet	Teaching, research and reflection on European integration in higher education institutions
Transversal Programme	Policy co-operation in education

The Erasmus Programme constitutes the higher education part of the Socrates Programme. In terms language education, one of the main objectives of the Erasmus Programme is to develop intercultural understanding and integrity via teaching different languages spoken in Europe (Gülcan, 2005; Serbest, 2005). Moreover, one of the activities of the Erasmus Programme is the intensive language preparation course (IP) which takes between 3-8 weeks with an aim of teaching the language of the university in one of the EU member states where the exchange students will take education for a term or a year (Serbest, 2005; Turan 2005). The other activity is curriculum development (CD) which includes the development of special language modules as well as dissemination of them. The Comenius Programme, on the other hand, focuses on all levels of schools from pre-school to high school. One of the objectives of the Comenius Programme is to encourage language learning, innovative ICT-based services

and better teaching practices and techniques. In this sense, the programme particularly focuses on language learning and motivation for learning (Serbest, 2005). The EU gives importance to all of these programmes since they play a vital role in the integration of diverse cultures and languages under the same roof.

2.2. The Common European Framework of References for Languages

In language teaching, speaking, reading, writing and listening have been accepted to be indispensable aspects that learners need to develop so as to communicate in a foreign language (Harmer, 2001; Larsen-Freeman, 2008). Hence, communicative language teaching has gained significance since it places emphasis on developing all four skills while focusing on communication in the target language. The CEFR, which was developed by the CoE, has its origin in over 40 years of work on modern languages in various projects of the CoE (Heyworth, 2006). What has made it so popular in the last decade is the changes in methods of teaching, the nature of the materials used, the description of what is to be learnt and the assessment style used in evaluating the learning outcomes (Byram & others, 2002). The CEFR is the product of a long-term scientific research and thus, the need and historical background of it are required to be explained so as to comprehend the rationale of the CEFR. The CEFR is intended to overcome the barriers to communication among professionals working in the field of modern languages (Council of Europe, 2001).

2.2.1. Historical Background

1970s witnessed the appearance of communicative approach, which is regarded as a major breakthrough in language teaching. This approach prioritizes that language learners must be able to communicate in the foreign language (Savignon, 2002; Littlewood 2002). Learning languages for communicative purposes resulted in two essential concerns: analysing the learners' communicative needs and describing the language they must learn in order to fulfil those needs (Little, 2006). Therefore, communicative approach supported the view that a certain level of proficiency had to be attained in order to ensure that learners use the language in real-life communication. The first step of the CEFR was taken in 1971, which concurred with the appearance of communicative approach.

The rich heritage of cultural and linguistic diversity of Europe is valuable whereas it is also one of the biggest challenges for mutual understanding and communication (Council of

Europe, 2001). Therefore, one of the major priority areas of the CoE is the encouragement of teaching and learning of the European languages. In the pursuit of setting standards that meet the objectives of the Lingua Programme, the CoE initiated various projects. These projects resulted in a series of different syllabi at different language proficiency levels (Heyworth, 2006; Morrow, 2004). The series started with The Threshold Level which was first published in 1975. The Threshold Level aims to determine the minimum amount of language that learners need to know so as to use the target language communicatively (van Ek & Trim, 1990). It involves such simple speech acts as *introducing*, *leave-taking*, *persuading*, *apologizing*. It also includes such specific notions for communication as *daily life*, *travel*, *personal identification*, *education* and *shopping* (van Ek & Trim, 1990). However, the Threshold Level is concerned only with oral communication (Little, 2006). Although this level focuses on what learners should be able to in their target language, it does not explain comprehensively how well they should be able to do it (Little, 2006).

By the middle of the 80s, the Threshold Level had already shown that it helped to upgrade syllabi for secondary schools (Council of Europe, 2002). The success of the Level paved the way to the Waystage (1991) and the Vantage Level (1997) both of which present similar speech acts and notions. Furthermore, all of these documents follow the principles of communicative language learning, action-oriented approach and learner-centeredness all of which provide the basis of the CEFR (Kohonen, 2003; Heyworth, 2006). These three documents provided labels for three of the CEFR's common reference levels (CRL); A2 Waystage, B1 Threshold, and B2 Vantage defined in the CEFR. The Swiss National Science Research Council held a symposium on "Transparency and Coherence in Language Learning; Objectives, Assessment and Certification" in Rüşchlikon, Switzerland in 1991. During the symposium, the CRL descriptors, which describe the competences of these levels by "can-do" statements, were established, and another three levels were added to the CRL after the validation process of the descriptors (North, 1995).

These new CRL are A1 Breakthrough, C1 Effective Operational Proficiency, C2 Mastery. In the middle of 1990s, the CoE initiated a project which aimed at unifying all these levels under one coherent Framework (Council of Europe, 2002a). The following two main aims were the focus points during the development process of the CEFR:

1. "to encourage practitioners of all kinds in the language field, including language learners themselves, to reflect on such questions as:

- a. what do we actually do when we speak (or write) to each other?
 - b. what enables us to act in this way?
 - c. how much of this do we need to learn when we try to use a new language?
 - d. how do we set our objectives and mark our progress along the path from total ignorance to effective mastery?
 - e. how does language learning take place?
 - f. what can we do to help ourselves and other people to learn a language better?
2. to make it easier for practitioners to tell each other and their clientèle what they wish to help learners to achieve, and how they attempt to do so.” (Council of Europe, 2002a, p.3)

In 1996, the initial version of the CEFR was published followed by the second revised version in 1998. Finally, after extensive feedback and comprehensive discussions, the last version of the CEFR was published in 2001 (Council of Europe, 2002a; Morrow, 2004; Heyworth, 2006).

2.2.2. Need for the CEFR

The need for the CEFR was directly related with and based on the language education policies of the CoE. The CoE aims at establishing coherence and transparency in teaching of modern languages in the EU member countries. As mentioned before, the CoE language education policies aim to promote plurilingualism, linguistic diversity, mutual understanding, democratic citizenship, social cohesion (Boldizar, 2003). Moreover, the objectives of the education programmes demand greater mobility, more effective international communication, better access to information and more intensive personal interaction. In order to meet these demands and achieve these objectives, language education should be designed on a life-long basis in all levels of education systems, from pre-school to adult education (Boldizar, 2003). However, it is obvious that there was a need for setting some standards and criteria in language teaching, learning and assessment. The need for developing such a framework was stated in the Intergovernmental Symposium held in Rüschiikon, Switzerland November 1991, (Council of Europe, 2001). According to the Symposium;

1. A further intensification of language learning and teaching in member countries is necessary in the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access

to information, more intensive personal interaction, improved working relations and a deeper mutual understanding.

2. To achieve these aims, language learning is necessarily a life-long task to be promoted and facilitated throughout educational systems, from pre-school through to adult education.
3. It is desirable to develop a Common European Framework of reference for language learning at all levels, in order to:
 - promote and facilitate co-operation among educational institutions in different countries;
 - provide a sound basis for the mutual recognition of language qualifications;
 - assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (Council of Europe, 2001: 5-6).

2.2.3. What is the CEFR?

The CoE defines the CEFR as follows:

“The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis” (Council of Europe, 2001: p.1).

In other words, Little (2006) argues that the CEFR is offered as a basis for sustained international co-operation in the development of language education policy, the construction of language curricula, the implementation of language learning and teaching, and the assessment of language learning outcomes (p. 169). According to Moreno (2003), it is a document designed to set standards of language teaching and learning.

The CEFR is believed to enhance the transparency of courses, syllabuses and qualifications by the common basis (Council of Europe, 2001). In short, the CEFR is used for:

- The planning language learning programmes in terms of their assumptions, objectives and content.

- The planning of language certification in terms of the content syllabus of examinations and assessment criteria.
- The planning of self-directed learning in terms of raising the learners' awareness of their present state of knowledge, self-setting of feasible and worthwhile objectives, selection of materials and self-assessment (Council of Europe, 2001: p.6)

The overall aims of the CEFR are stated as follows;

- to make language learning courses, syllabuses and qualifications more transparent,
- to establish well-defined objective criteria for describing language proficiency,
- to aid reciprocal recognition of qualifications thereby facilitating European mobility (Council of Europe, 2001, p. 1).

Similarly, the CEFR aims to promote:

- the deepening of mutual understanding and respect among citizens in Europe;
- the protection and promotion of linguistic and cultural diversity
- the development of learner responsibility and learner autonomy;
- the promotion of life-long language and inter-cultural learning aiming for competent plurilingual and self-confident European Citizens;
- the clear and transparent description of competences and qualifications to facilitate mobility and personal growth (Council of Europe 2001: p 5).

In order to meet such needs, fulfil all functions and achieve its objectives, the CEFR needs to have some particular features. Therefore, it seeks to be comprehensive in specifying 'as full a range of language knowledge, skills and use as possible'; transparent so that 'information must be clearly formulated and explicit, available and readily comprehensible to users', and coherent so that 'the description is free from internal contradictions' (Little, 2006). Moreover, the CEFR states that in terms of educational systems there should be a harmony among their components by means of:

- the identification of needs;
- the determination of objectives;
- the definition of content;
- the selection or creation of material;
- the establishment of teaching/learning programmes;

- the teaching and learning methods employed;
- evaluation, testing and assessment (Council of Europe, 2001: p. 7).

In addition to these, there are other features shown in Figure 2.1 that the CEFR must have so that it can be applied to particular situations.

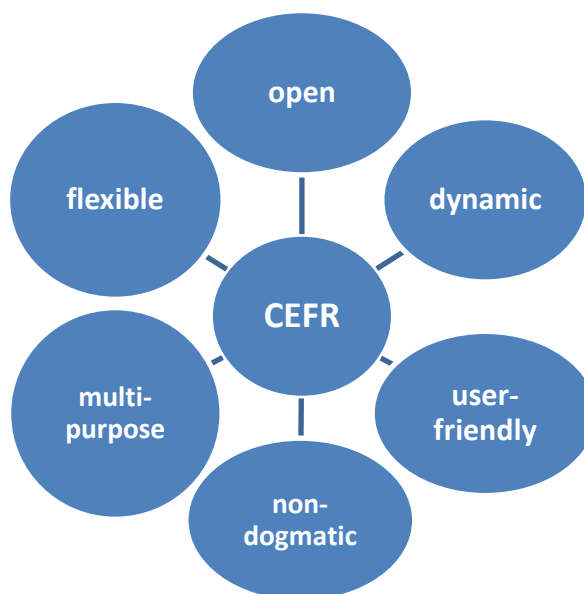


Figure 2.2 Features of the CEFR (Adapted from Council of Europe, 2001; p.9-10)

It is obviously stated that the CEFR should be multi-purpose, flexible, open, dynamic, user-friendly and non-dogmatic (Council of Europe, 2001; p.7-8). These features and their explanations are given in Table 2.2.

Table 2.2 The Features of the CEFR and Their Explanations.

Features	Explanation
multi-purpose and flexible	The CEFR should be capable of being used in different ways and adaptable for use in different circumstances according to user needs.
open and dynamic	The CEFR should be capable of further development by its users as they discover the inevitable gaps and deficiencies.
user-friendly	The CEFR should be understandable and usable by those for whom it is addressed.
non-dogmatic	The CEFR should welcome all approaches and viewpoints instead of insisting upon the current tendencies.

(Adapted from Council of Europe, 2002b.)

The approach adopted in the development of the CEFR is an action-oriented approach. The action-oriented approach views users and learners of a language primarily as ‘social agents’ who have tasks to accomplish in a given set of circumstances, in a specific environment, and with a particular field of action (Council of Europe, 2001, p.9). In other words, the action-oriented approach means that tasks are related to texts in a way to allow the language user to utilize his/her language and general competences while making use of strategies in language use and learning, if necessary (Morrow, 2004). The key elements in this approach are communicative language competences (linguistic, sociolinguistic and pragmatic), language activities (production, reception, interaction and mediation) domains (public, occupational, educational and vocational), tasks and strategies since these key aspects play a vital role in the development of skills which are essential in language learning. The action-oriented approach sees language as an aspect of a total communicative event, in which the participants exchange information and achieve mutual understanding by all means open to them (Council of Europe, 2002b). Therefore, knowledge is not seen as an end in itself. Instead, it is the necessary basis for action, and it provides also necessary to build up linguistic competences necessary for communication (Council of Europe, 2001; 2002a; 2002b).

2.2.4 The Common Reference Levels (CRL)

The CEFR (2001) states that it also provides the definitions of proficiency levels allowing learners’ progress to be measured at each stage of learning. The CEFR brought forward some well-defined objective criteria for describing language proficiency, which is required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications (Council of Europe, 2001).

Under three main branches (A for Basic Users, B for Independent Users and C for Proficient Users), the CRL provides a set of six defined criterion levels (A1, A2, B1, B2, C1, and C2). These common standards are intended to help the course providers and examinations relate their products to a common reference system (Council of Europe, 2003: p.15).

Table 2.3 Common Reference Levels

A		B		C	
Basic User		Independent User		Proficient User	
A1 <i>Breakthrough</i>	A2 <i>Waystage</i>	B1 <i>Threshold</i>	B2 <i>Vantage</i>	C1 <i>Effective Operational Proficiency</i>	C2 <i>Mastery</i>

(Adopted from the Council of Europe, 2001: p. 23)

The global scale of the CEFR is designed to summarise the set of proposed CRL in single holistic paragraphs (see Table. 2.4). Self-assessment grid, on the other hand, is more specific than the global scale. It consists of descriptors which show what a learner can do in the five language skills at certain levels (see Table 2.5).

Table 2.4. Common Reference Levels: Global Scale (Council of Europe, 2001: p 24)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2.5 Common Reference Levels: Self-assessment Grid (Council of Europe, 2001: p. 26-27)

		A1	A2	B1
Understanding	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Speaking	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

		B2	C1	C2
Understanding	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significance points.
Writing	Writing	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significance points. I can write summaries and reviews of professional or literary works.

The global scale and the self-assessment grid were formulated using the most typical and stable descriptors; these level descriptions are drawn from a bank of "illustrative descriptors" developed and validated for the CEFR using a rigorous methodology in the Swiss research project (Council of Europe, 2003). It is also argued that "the formulations have been mathematically scaled to the levels by analyzing the way in which they have been interpreted in the assessment of large numbers of learners" (Council of Europe, 2001: p.25).

2.2.5. Features of ‘Can do’ Descriptors

North (1995) explains the development phase of the descriptors as follows; first the content of existing scales was analysed in relation to categories of description used in the framework. Then, in an intuitive phase, this material were edited, new descriptors were formulated and the set discussed by experts during the intuitive phase. Then, a variety of qualitative methods were used to check that teachers could relate to the descriptive categories selected and that descriptors actually described the categories they were intended to describe. Lastly, by means of quantitative methods the best descriptors were scaled (Council of Europe, 2007; p.5).

North (1995) states that in the development process of these scales description and measurement issues were the fundamental problems. Therefore, as for descriptive issues;

- The scales need to be *context-free* so as to accommodate generalizable results from different specific context. That is to say, they should not be prepared only for specific contexts and learners. In contrast, they need to be *context-relevant* as well, which is intended to mean that descriptors should be relevant and transferable for each and every context (North, 1995; Council of Europe, 2001).
- On the other hand, the second challenge is that the descriptors also need to be *based on theories* of language competence. In other words, the descriptors need to be theoretically grounded. Furthermore, they need to be *user-friendly*, which means they also need to be accessible to practitioners as well as encouraging them to think more about the meaning of competence in their context (North, 1995; Council of Europe, 2001).

In terms of measurement issues;

- The particular activities and competences on the scale need to be *objectively determined*. In this way it is intended to avoid systematising error through adopting unfounded conventions and ‘rules of thumbs’ from the authors, particular groups of practitioners or existing scales that are consulted.
- *The number of levels* adopted need to be adequate so as to show progression in different sectors, but, in any particular should not exceed the number of levels between which people are capable of making reasonably consistent distinctions (Council of Europe, 2001: p. 21).

In addition to these issues, the CRL descriptors need to fulfil these requirements;

- **Positiveness:** The descriptors should be formulated using positive descriptions of what learners are able to do; negatively worded descriptions tend to be de-motivating.
- **Definitiveness:** The descriptors should describe concrete tasks and/or concrete degrees of skill in performing tasks:
 - descriptors should contain as little vagueness as possible;
 - descriptions between steps on a scale should not be dependent on replacing a qualifier like ‘some’ or ‘a few’ with ‘many’ or ‘most’. This may result in gaps where meaningful, concrete distinctions cannot be made.
- **Clarity:** The descriptors should be transparent -not ‘jargon-hidden’. They should be written in simple syntax; they should be comprehensible without special introductions and usable without previous training.
- **Brevity:** The descriptors should be short, i.e. they should not span more than two or three lines.
- **Independence:** The interpretation of the descriptors must not be dependent on other descriptors at the same level, or on descriptions of neighbouring levels; they should allow for clear *yes/no* decisions (Schneider & Lenz, 2001: p. 47).

‘Can do’ descriptors are the brief explanations that inform the user what he or she can do in a certain skill, and each level consists of a combination of such descriptors (Little, 2006).

Besides, they also define a communicative task or activity, a dimension of the learner/user's linguistic knowledge, or a strategic capacity (ELP, n.d.).

The 'can do' descriptors were selected from the internationally available scales based on the categories of description used in the CEFR. They were in turn scaled through a combination of intuitive, qualitative and quantitative methods (North, 1995).

2.2.6. The A2 (Waystage) Level

Level A2 is categorized in the basic user part of CRL and reflects the level referred to by the Waystage specification. In this level, most of the descriptors are related to social functions as follows;

- using every day polite forms of greeting and address;
- having short social exchanges;
- making statements about their work and free time;
- making and responding to invitations;
- making arrangements;
- making and accepting offers (Council of Europe, 2001, pp. 33-34).

Furthermore, some transactional specifications such as making simple transactions at shops, post offices or banks; getting simple information about travel; using public transport: buses, trains, and taxis, ask for basic information, asking and giving directions are to be found in this level (Council of Europe, 2001).

The next stage represents a strong Waystage (A2+) performance. What is noticeable here is more active participation in conversation given some assistance and certain limitations such as:

- initiating and maintaining face-to-face conversation;
- understanding and managing simple, routine exchanges without undue effort;
- communicating successfully on basic themes;
- dealing with everyday situations (Council of Europe, 2001).

From more general to less specific, what an A2 level learner/user can do is given in Table 2.6, Table 2.7 and Table 2.8. Table 2.6 shows the overall aims of A2 level. As suggested for

this level, it is estimated that students at this level can understand sentences and frequently used expressions and can communicate in simple and routine tasks.

Table 2.6 A2 Level Global Scale

A2 Level	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
-----------------	--

(Adopted from Council of Europe, 2001; p.24)

In order to fulfil the tasks mentioned in Table 2.6, the students, as a whole, develop their listening, reading and writing skills along with their speaking which is bifurcated in interaction as well as production (see Table 2.7). For the listening skill, it is estimated that students at this level can understand phrases and the highest frequency vocabulary related to basic personal and family information and can catch the main point in short, clear, simple messages and announcements. For the reading skill, it is estimated that students at this level can read very short, simple texts and can find specific, predictable information in simple everyday material as well as understanding short simple personal letter. For spoken interaction, it is estimated that students can communicate in a simple way along with exchanging information on familiar topics. As for spoken production, it expected that students can use a series of phrases and sentences to describe such simple terms as family, living conditions etc. Finally, students at this level are expected to write short, simple notes and personal letters to develop their writing.

Table 2.7 A2 Self-assessment Grid

	A2 Level
Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself
Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

(Adopted from Council of Europe, 2001; p.26)

As can be seen in the above mentioned tables and explanation, the CRL pays much attention to communication during the development of all skills. In addition to the self-assessment grid, the use of spoken language is framed by certain qualitative aspects all of which pinpoint the importance of establishing and continuing effective communication. Hence, the qualitative aspects of spoken language are composed of abilities that refer to range, accuracy, fluency, interaction and coherence at A2 level (see Table 8).

Table 2.8 A2- CRL Qualitative Aspects of Spoken Language

	A2 Level
Range	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.
Accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes.
Fluency	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
Interaction	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord
Coherence	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

(Adopted from Council of Europe, 2001; p.28)

2.3. Ministry of Education's EFL Curriculum and Coursebooks

2.3.1. Anatolian High Schools' 9th Grade EFL Curriculum

Anatolian High Schools began to have a role in the Turkish education system in 1962-1963 education year with the establishment of 8 Anatolian High Schools with their 377 students (MEB, 2010). These schools had given eight-year education until the end of 90s, and intensive foreign language education was the main aim of these schools. Hence, students took one year preparatory class in their first year. In addition, science and mathematics lessons were given in English in addition to the intensive foreign language education students received. A selection exam at the end of the 5th grade was conducted to choose the students that could attend these schools.

However, since the end of 90s, Anatolian High Schools have undergone a series of massive changes. In 1998, the exam had begun to be carried out at the end of the 8th grade, and reducing the instructional period to four years. In addition, science and mathematics lessons have been given in Turkish since 2004. One year after, in 2005, the preparatory class was abolished. Also, the exam design was changed in 2005. Instead of one specific exam, students now take three exams in the 6th, 7th, 8th grades, and they are entitled to attend Anatolian High Schools according the results obtained from them (MEB, 2010).

The MONE defines Anatolian High Schools as “four-year foreign language high schools” (MEB, 2010). The foundation of Anatolian High Schools mainly aims to teach foreign languages in a way to follow scientific and technologic developments in the world (Tebliğler Dergisi, 1999). While foreign language education is at the core of the curriculum of Anatolian High Schools, the overall aims of foreign language teaching curriculum as follows;

- making language learning process enjoyable,
- encouraging students to use the target language,
- teaching the cultures of the target language so that students can identify and differ these cultures,
- promoting tolerance and respect for others along with students' own values,
- teaching how to convey students' own culture to foreigners,
- teaching different cultures through written and oral works,
- developing self-expression, communication, collaboration and problem solving as specific skills,

- improving students in individual, social, cultural ways,
- developing the four skills (listening, speaking, reading, writing),
- improving vocabulary,
- improving learning skills through using information and communication technologies,
- adapting the criteria proposed by the CEFR,
- encouraging students to decisively use at least one foreign language by emphasising the necessity of learning a foreign language (MEB, 2011; p. 4).

In developing goals for educational programs, curriculum planners draw on their understanding of the present and long-term need of learners and of society while planners' beliefs and ideologies about schools, learners and teachers have an effect on the whole curricular process (Richards, 2005). In Turkey's case, the overall aims of the curriculum reveal that the MONE has placed the CEFR and communicative approach at the centre. In addition, it can be inferred from some of the overall aims that intercultural aspect are prioritized such as learning the target language culture and learning how to convey native culture. Besides, the curriculum also gives importance to learner-centeredness and self-assessment (MEB, 2011).

On the other hand, the curriculum frames language learning principles in its own way. In addition to methodological innovations in language teaching such as communicative language teaching, the CEFR and learner-centeredness, Table 2.9 shows that constructivism also plays significant role in foreign language teaching although it is not directly mentioned in the curriculum.

Table 2.9 Foreign Language Learning Principles

1. Students learn a foreign language in effective and ongoing ways when they actively construct knowledge.
2. Students learn a foreign language in an effective way when they relate their past knowledge to new knowledge.
3. Students use knowledge in different situations when they can transfer knowledge through figuring out what, how and why to use it.
4. Students actualize their communicative and learning projects in an effective way when they know how to find and use knowledge.
5. Students' motivation increases when they properly perceive their skills, learning competences, the difficulty of learning process and achievement.

(Adapted from Secondary Schools' EFL Curriculum, 2011; p. 18)

The necessity of teaching all the four skills through interaction with each other just as in natural communication environment is stated in the current EFL curriculum (MEB, 2011). In other words, the MONE gives equal importance to the teaching of the four skills through interaction since interaction eases language learning, effective language use and constructing knowledge (MEB, 2011). In the learning field section, the curriculum provides guidance for how each skill should be perceived and taught.

Table 2.10 The Learning Field: Listening

1. Listening is not a passive skill; on the contrary it requires individual's active participations.
2. Listening also requires different cognitive processes such as understanding, contextualizing, reforming and commenting on the thoughts in spoken discourse along with selecting them to memorize.
3. In language classrooms, different listening activities for different purposes such as intensive listening, selective listening, interactive listening etc are required.
4. Listening activities require productive activities such as writing and speaking in order to understand students' comprehension.
5. Students should be encouraged to make listening practice outside the classroom in order to develop their listening skills. (Watching original movies, foreign TV channels etc)

(Adapted from Secondary Schools' EFL Curriculum, 2011; p. 7)

Table 2.10 shows that according to the MONE, listening is not a passive skill for it requires students' active participation, different cognitive processes such as understanding, contextualizing, reforming and commenting. Listening activities also require variety in terms of their purposes, and should be supported with productive activities such as writing and speaking (MEB, 2011).

Table 2.11 The Learning Field: Speaking

1. Cognitive, psycho-motor and affective skills have an influence on speaking.
2. Pronunciation, mimes and gestures directly affect effective communication.
3. The use of communication strategies such as fluency, clarification, paraphrasing is significant in effective communication.
4. Such language functions as apologizing, requesting, transferring information and refusing can be used in speaking.
5. The speaking skills is divided in two sections; spoken interaction and spoken production.

(Adapted from Secondary Schools' EFL Curriculum, 2011; p. 8)

Table 2.11 shows that the MONE divides the speaking skills in two; spoken interaction and spoken production just as the CEFR requires. Also, aspects such as pronunciation, mimes, gestures, fluency and clarification are prioritized in the curriculum all of which can improve the overall effect of speaking. Furthermore, it can be inferred from Table 2.11 that the MONE gives specific importance to pragmatics as a result of communicative language teaching since pragmatics is the study of how language is used in communication in a socially appropriate way (Leech, 1983; Yule, 1996). In order to develop the speaking skill so as to speak effectively, the curriculum suggests speaking activities such as dialogues, role plays, discussions, debates, improvisations and presentations some of which aim at spoken interaction whereas others focus on spoken production.

Table 2.12 The Learning Field: Reading

1. Developing correct and ongoing reading skill and comprehension.
2. Using appropriate reading methods and strategies in terms of reading purposes.
3. Developing vocabulary.
4. Reading for gaining knowledge.
5. Development of cultural awareness through reading texts.
6. Developing expression through reading texts in which language is used correctly and effectively.
7. Fostering critical thinking while reading texts.
8. Developing reading habits.

(Adapted from Secondary Schools' EFL Curriculum, 2011; p. 9)

Table 2.12 shows that the learning field of reading focuses on developing reading comprehension with different purposes. The learning field of reading includes developing self-expression and forming reading habit as well as fostering critical thinking while reading texts. The curriculum suggests that reading activities should be divided into three sections; pre-reading, on reading and post-reading (MEB, 2011). Moreover, in order to achieve the reading aims mentioned in Table 2.12, the curriculum suggests such activities as reading for finding specific information, reading for finding general information and reading for discussion while prioritizing that these activities correlate with other language skills (MEB, 2011).

Table 2.13 The Learning Field: Writing

1. Writing requires activities that are suitable for daily life.
2. Developing coherence.
3. Developing cohesion.
4. Activities for developing coherence and cohesion.
5. Writing in different styles and formats
6. Supporting thoughts and opinions in writing
7. Self-assessment in writing

(Adapted from Secondary Schools' EFL Curriculum, 2011; p. 10)

Table 2.13 shows that the writing activities should be appropriate for daily life situations such as writing formal and informal letters, e-mails, short messages, notes, curriculum vitae, and others. While doing that, developing coherence and cohesion are important for the writing skill since they directly affect supporting thoughts and opinions in a written discourse. In addition, learning to write in different styles and formats are also important for establishing effective communication. For instance, writing a curriculum vitae requires a formal style and has its own format. Therefore, learning these styles and formats aims to promote effective use of writing skills. In addition, through self-assessment, students are expected to identify their strengths and weaknesses in writing.

2.3.2. The Coursebooks Used by the MONE

Richards (2005) states that instructional materials are a key instrument in most language programs. Furthermore, in today's language classrooms, coursebooks are considered as the major instructional instrument which play a vital role in language teaching although those effective coursebooks create suitable and life-like contexts while considering learners' levels, include the culture of the target language and promote motivation so as to increase students' knowledge of culture and motivation (Arıkan, 2009).

In Turkey, coursebooks play a significant role in foreign language teaching with their numerous advantages as well as disadvantages. Being aware of the widespread use of coursebooks across the country, the MONE began to publish coursebooks for primary and secondary education and distribute them free of charge within the frame of the Free Textbook Distribution Project (Karababa & others, 2010). The MONE published a coursebook named *New Bridge to Success* for foreign language teaching at Anatolian High Schools. *New Bridge to Success* has been used since the academic year of 2004-2005. *New Bridge to Success* was published for the 9th grades in compliance with the MONE foreign language teaching

curriculum which is claimed to have been based on the CEFR. According to the curriculum requirements, this coursebook aims to bring learners to the A2 level as described in the CEFR (MEB, 2010).

However, the need for high quality course delivery in English language teaching is still a problematic issue in Turkey because of some issues related to the suitability of classroom activities, materials (especially coursebooks) and teachers' successful use of them (Arıkan, 2011). Therefore, all teaching materials need to be evaluated to understand to what extent they fit in a particular teaching situation (Cunningsworth, 1995; Arıkan, 2011). It is necessary to evaluate the coursebooks published by the MONE in terms of many aspects related to foreign language education in Turkey. İnal (2006) articulates that problems in teaching a foreign language are linked to the coursebook selection process since once a coursebook is chosen few efforts are made to evaluate its effectiveness. Besides, in Turkey's case, EFL curricula are only maintained and realized through coursebooks, and thus Turkish EFL curricula are highly dependent on coursebooks (Arıkan, 2008). It is stated in primary schools EFL curriculum that "the course material is usually the coursebook prepared for the learner" (MEB, 2006; p. 27) from which it can be inferred that the MONE regards coursebooks as the one and only official course material. Hence, coursebooks can be considered as the working curriculum which needs to be studied from different perspectives and with different purposes.

2.4. Curriculum and Evaluation

Eisner (2002) defines curriculum as "what schools teach" but it, in practice, means "a specific educational activity planned for a particular student for a particular point of time" (p. 25). In the field of education, however, it refers to a complex concept that has been described in numerous ways (Brown, 1995; Henderson & Hawthorne, 2000; Henson, 1995; Nunan, 1988a; Nunan 1989; Oliva, 1997; Pratt, 1980). Portelli (1987) notes that there are more than 120 definitions of the term 'curriculum'. Oliva (1997) writes some connotations of the term 'curriculum' so as to show the richness and multi-layeredness of the concept. According to her, curriculum is (Oliva, 1997; p.4);

- that which is taught at school,
- a set of subjects,
- content,
- a program of studies,

- a set of materials,
- a sequence of courses,
- a set of performance objectives,
- a course of study,
- everything that goes on within the school, including extra-class activities, guidance, and, interpersonal relationships
- that which is taught both inside and outside of school directed by the school,
- everything that is planned by school personnel,
- a series of experiences undergone by learners in school,
- that which an individual learner experiences as a result of schooling.

In English language education, there are various sorts of curricula rather than one type of curriculum (Yanık, 2008) one of which is the “planned curriculum” meaning what is included in the guidelines prepared by the authorities (Öztürk, 2003). However, the planned curriculum is activated through teachers and the course material “which is usually coursebooks prepared for learners” (MEB, 2006; p. 27). This signals what is called the “perceived curriculum” which refers to on the interpretations of the teachers in regards to the written curriculum (Saylor and others, 1978) because how teachers interpret the guidelines offered in the planned curriculum plays a significant role in practice. In addition, there is also the “experienced curriculum” referring to the concrete interplay among, students and materials in the classroom (Öztürk, 2003). Nunan (1993) states that the planned curriculum is usually “invisible”, thus there is need for continuous investigation to observe its existence (p. 138).

Evaluation and assessment are problematic terms as they are used interchangeably although they actually refer to different realities. Nunan (2004) defines evaluation as “a broad and general set of procedures involving the collection and interpretation of information for curricular decision-making” (p.138). This information involves data on what learners can and cannot do in a foreign language. However, assessment is the procedures followed in order to collect this learner-based data. Hence, evaluation subsumes assessment (Nunan, 2004).

Evaluation is seen as a vital part of any curricular action. According to Scriven (1967), evaluation is simply judging the worth or merit of something. Worthen and Sanders (1973) similarly define evaluation as “the determination of worth of something” (p.19). Popham (1975) states that evaluation is “the formal assessment of the worth of educational

phenomena” (p. 8). Hutchinson (1987) defines evaluation as a “matter of judging the fitness of something for a particular purpose” (p.41).

For Brown (1995), curriculum evaluation is “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved” (p.218). Richards (2005) states that curriculum evaluation is executed through collecting information about different aspects of a language program so as to understand: (1) how the program works, and (2) how successfully it works, (3) whether the program responds to learners’ needs, (4) whether further teacher training is required for teachers working in the program, and (5) whether students are learning sufficiently from it by mainly answering the following questions:

- Is the curriculum achieving its goals?
- What is happening in classrooms and schools where it is being implemented?
- Are those affected by the curriculum (e.g. teachers, students, administrators, parents, employers) satisfied with the curriculum?
- Have those involved in developing and teaching a language course done a satisfactory job?
- Does the curriculum compare favourably with others of its kind? (Richards, 2005; p.286)

The rationale behind curriculum evaluation is to find out the efficacy of the planning procedures employed and assessing whether the content and objectives are appropriate (Richards, 2005). White (1988) and Brown (1995) suggest that since curriculum development process is an ongoing process, it tries to keep all the elements connected to each other at all of its stages. Hence, without evaluation, there is “a lack of cohesion in and among the elements, and if left in isolation, any of the elements may become meaningless” (Brown, 1995; p.217). Brown’s systematic approach to designing and maintaining language curriculum is given in Figure 2.3.

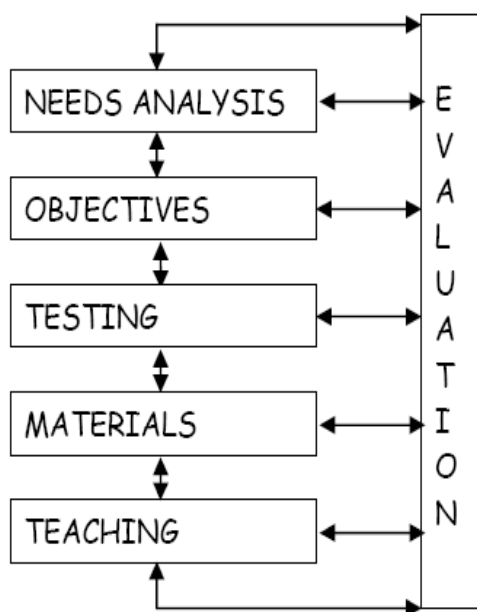


Figure 2.3 Brown's Systematic Approach to Designing and Maintaining Language Curriculum (Brown, 1995, p.20).

To sum up, evaluation is the heart of language curriculum as it includes, connects, and gives meaning to all the other elements (Brown, 1995). Besides, curriculum evaluation helps to decide about the future of the program by answering whether the program will be maintained, to what extent expanded, and what needs to be revised or should be abandoned (Pratt, 1980).

2.4.1. Types of Curriculum Evaluation

As can be seen above, collecting information and making judgements about aspects of curriculum from planning to implementations is the concern of curriculum evaluation. The purpose of curriculum evaluation is the distinguishing aspects of curriculum evaluation. Richards (2005) discusses three different purposes of evaluation; formative, illuminative and summative.

Formative evaluation is the type of evaluation which focuses on the ongoing development and improvement of the program. The information gathered through this type evaluation is used to address the problems to improve the program. The questions related to formative evaluation are;

- Has enough time been spent on particular objectives?
- Have the placement tests placed students at the right level in the program?
- How well is the textbook being received?
- Is the methodology teachers are using appropriate?
- Are teachers or students having difficulties with any aspect of the course?
- Are students enjoying the program? If not, what can be done to improve their motivation?
- Are students getting sufficient practice work? Should the workload be increased or decreased?
- Is the placing of the material adequate? (Richards, 2005; p. 288)

Illuminative evaluation tries to understand how different aspects of the program are implemented. To do this, it aims to provide a deeper understanding of teaching and learning processes through the questions are given below;

- How do students carry out group-work tasks? Do all students participate equally in them?
- What type of error-correction strategies do teachers use?
- What kinds of decisions do teachers employ while teaching?
- How do teachers use lesson plans when teaching?
- What type of teacher-student interaction patterns typically occur in classes?
- What reading strategies do students use with different kinds of texts?
- How do students understand the teachers' intentions during a lesson?
- Which students in class are most or least active? (Richards, 2005; p. 288)

Summative evaluation takes place after the implementation of a program is completed and is concerned with determining the effectiveness, efficiency and acceptability of the overall program. The related questions of summative evaluation are as follows;

- How effective was the course? Did it achieve its aims?
- What did students learn?
- How well was the course received by students and teachers?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Were the placement and achievement tests adequate?

- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?
- What problems were encountered during the course? (Richards, 2005; p. 288)

Weir and Roberts (1994) explain two purposes of evaluation; program accountability and program development. The difference between the two is that program accountability examines the effects of a program or project at end points whereas program development is conducted as the program is going on. Fitzpatrick and others (2004) also mention two basic types of evaluation which are formative and summative. The primary purpose of formative evaluation is “to provide information for program improvement” whereas the purpose of summative evaluation is to provide information “to serve decisions or assist in making judgments about program adoption, continuation or expansion” (Fitzpatrick & others, 2004; p.19).

According to Gilbert (2004), there are two types of evaluation as well. The first one is intrinsic evaluation. It focuses on the value of the objectives, on the consequences, outcomes and implications of programs which might not have been given in the program (Gilbert, 2004). Extrinsic evaluation, on the other hand, is based on judging the extent to which the aims and objectives are achieved and assumes that the outcomes of a program could be stated in measurable terms (Gilbert, 2004).

On the whole, there are different types of evaluation most of which include formative and summative evaluations. The time of evaluation is the basic distinction between them. Formative evaluation takes place during the implementation of a program in order to make necessary changes and strengthen the weak parts of a program. Summative evaluation takes place after the implementation of a program.

2.5. Coursebook Evaluation

Among all of the materials used in language classrooms, coursebooks have been the most preferred instructional material in the world (Arıkan, 2008). Cunningsworth (1995) states that coursebooks are best seen as a resource in achieving aims and objectives that have already been set on concerning learner needs. They play a prominent role in the teaching/learning process and they are the primary agents of conveying the knowledge to the learners. Much of

the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials (Richards, 2005). The wealth of published material for ELT available on the market makes selecting the right coursebook a challenging task (Cunningsworth, 1995). It is also necessary to realize that no commercial coursebook is perfect fit for a language program (Cunningsworth, 1995; Richards, 2005; Savignon, 1997; Sheldon, 1987). In contrast to widespread popularity of coursebooks, their evaluation as classroom materials remains under-researched (Arıkan, 2009; Sheldon, 1987; Tekir & Arıkan, 2007).

Cunningsworth (1995) elucidates that impressionistic overview can be regarded as the first step of coursebook evaluation. It requires “forming a general impression of coursebook fairly quickly, just by looking through it and getting an overview of its possibilities and its strengths and weaknesses, noting its significant features which stand out” (Cunningsworth, 1995; p. 1). This approach provides a general introduction to the material and is also appropriate when doing a preliminary sift through a lot of coursebooks before making a shortlist for more detailed analysis (Cunningsworth, 1995; p. 1).

According to Cunningsworth (1995), selecting coursebooks through further evaluation involves major strategic decisions, such as when choosing a coursebook for a five-year program. Therefore, he summarizes the key points in selection process as follows;

- Piloting new material before adopting it,
- Seeking the options of practising teachers both within and outside the institution,
- Paying attention to the students’ views on usefulness of coursebooks,
- Analyzing coursebooks in a detailed way (when there is no opportunity to talk to the people who have actually used the material (p. 8).

Detailed analysis is at the core of coursebook evaluation process (Cunningsworth, 1995). Ur (1998) divides evaluation process in two; general evaluation which is applicable to any language teaching coursebooks and specific evaluation which is related to the appropriateness of the book for a certain course or learner population. General evaluation includes criteria such as “clear layout and print”, “provides periodic review or test sections”. Specific evaluation, on the other hand, includes criteria such as “attractive and colourful illustrations” and “vocabulary and texts relevant to topics”. McDonough and Shaw (2003) similarly divide coursebook evaluation process in two stages; external evaluation and internal evaluation.

External evaluation offers a brief overview of the materials from the outside such as cover, introduction, table of contents etc. Internal evaluation, on the other hand, involves more comprehensive examination of the material. McDonough and Shaw (2003) state that external evaluation examines;

- The intended audience,
- The proficiency level,
- The context in which the materials are to be used,
- How the language has been presented and organized into teachable units/lessons,
- The author's views on language and methodology and the relationship between the language, the learning process and the learner (p.63).

They further articulate other aspects to be taken into account during external evaluation such as;

- Is a vocabulary list included?
- What visual material does the book contain and is it there for cosmetic value or is it actually integrated into the text?
- Is the presentation clear or cluttered?
- Is the material too biased or culturally specific?
- Do the materials represent minority groups and/or women in a negative way? Do they represent a 'balanced' picture of a particular country/society?
- The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?
- Is the teacher's guide efficacious in achieving its aims? (p. 65)

Internal evaluation, as expressed by them, has the following connections;

- The presentation of skills in the materials,
- The grading and sequencing of the materials,
- Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings 'authentic' or artificial?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?

- The relationship of tests and exercises to learner needs, what is taught by the course material?
- Is the material suitable for different learning styles?
- Is the material sufficiently ‘transparent’ to motivate both students and teachers alike? (p. 67)

Unlike Ur (1998) and McDonough and Shaw (2003), Grant (1987) proposes “a three-stage” approach for evaluating coursebooks. The first stage is initial evaluation. At this stage the aim is to decide whether the book deserves being investigated thoroughly. Grant (1987) has put forward a practical test entitled as “CATALYST”. Each of the capital letters of the word catalyst represents a single criterion in this initial evaluation. These criteria are as follows;

C: Communicative?

A: Aims?

T: Teachability?

A: Available adds-on?

L: Level?

Y: Your impression?

S: Student interest?

T: Tried and tested? (Grant, 1987; p. 119)

The second stage is detailed evaluation. At this stage, teachers make their own value judgments in evaluating new materials through a questionnaire. It aims to help teachers decide how far a coursebook meets the following conditions;

- Does the course suit your students?
- Does it suit the teacher?
- Does it suit the syllabus?

Grant (1987) draws attention to the need of in-use evaluation as the third stage of evaluation. He states that such a questionnaire, however elaborate, is not likely to give a conclusive answer to the final test: “Does it work in the classroom?” Therefore, a coursebook’s evaluation can only be completed by reporting on its use in the classroom.

Similarly, Cunningsworth (1995) offers three types of evaluation involving pre-use, in-use and post-use evaluation. Pre-use evaluation aims to look at future or potential performance of a coursebook. Hence, Cunningsworth (1995) notes that it is the most difficult kind of evaluation since there is no actual experience of using the book. In-se evaluation refers to coursebook evaluation while the material is in use. It is a kind of evaluation for suitability, involving “matching the coursebook against a specific requirement including the learners’ objectives, the learners’ background, the resources available, etc.” (Cunningsworth, 1995; p. 14). Lastly, post-use evaluation aims to provide retrospective assessment of a coursebook’s performance. In addition, it prepares the grounds for teachers to yield certain insights about strengths and weaknesses of the material along with deciding whether to use the same material on future occasions through including an assessment of the material’s suitability for continual use.

In conclusion, deciding on what materials to be used in the language teaching process is one of the essential parts of curriculum development process. As mentioned above, there are many criteria developed by many scholars for evaluating coursebooks. This review of literature shows that although the stages of coursebook evaluation and their aspects may change, the main aim of coursebook evaluation is to decide whether the material is suitable for a particular course and for a particular group of students. Hence, particular studies evaluation coursebooks from a curricular perspective should be discussed to show how coursebook evaluation helps improving evaluation.

2.6. Related Studies on Curriculum and Coursebook Evaluation

2.6.1. National Studies

The related studies carried out on curriculum and coursebooks in Turkey are reviewed in this section. All the studies mentioned below shed the light on the problems about the EFL curricula and the coursebooks prepared by the MONE along with the implementation and application of the CEFR in Turkish primary and secondary schools.

Büyükduman (2005) conducted a study on teachers’ opinions on EFL curriculum of elementary schools. She evaluated the English course syllabus and the coursebook used in terms of their general features, goals and objectives through a questionnaire participated by 54 teachers from 46 schools. The results of the study showed that the curriculum of primary schools did not adequately guide the teacher. Besides, the coursebook used for the English

course did not reflect the curriculum as well. Moreover, it was also found out that the aims of the curriculum were not reachable, apart from the aims of the reading skill, since the allocated time for the four basic skills in each unite were not sufficient for developing these skills.

Ezici (2005) studied the coursebook *New Bridge to Success* prepared for Anatolian High Schools' 9th grade students from teachers' and students' perspectives. She evaluated the coursebook at the macro level with criteria composed of eleven points. Both quantitative and qualitative data of the study were obtained through student questionnaires administered to 336 students and interviews with 8 teachers. The results of the study revealed that both teachers and students felt negative about most of the characteristics of the coursebook. It was also found that the reading passages needed to be simplified in terms of both vocabulary load and grammatical structures. Besides, majority of the students and all the teachers mentioned that the level of the coursebook was not appropriate for the particular the 9th grade students in terms of appropriateness for the age of learners. In addition, the findings also indicated that the materials failed to consider learning style preferences of the visual, auditory, and kinaesthetic learners.

The MONE has been trying hard to implement the CEFR and the ELP in EFL curricula in primary and secondary schools. In her study of curricular change in EFL contexts, Sezgin's (2007) study revealed that the lack of teacher training, poor need analysis processes and haphazardly selected or prepared coursebooks influenced curricular change negatively.

In Doğan's (2007) study on the applicability of the CEFR in primary and secondary schools, the results revealed that the applications of the MONE were not sufficient for the applicability of the CEFR in primary and secondary school education. The results also revealed that the aims and gains of both EFL curricula were stated vaguely and the selected coursebooks were not suitable for the implementation of the CEFR in primary and secondary schools.

In the context of Anatolian High Schools, Tosun's (2007) study compared, the CEFR descriptors with the descriptors of the MONE. The results of Tosun's (2007) study showed that the matching percentages were not adequate at all grades. For instance, the matching percentage of the 9th grade descriptors with the CEFR descriptors was only 10%. The results also showed that the MONE descriptors involved vague statements similar to the findings of Doğan's (2007) study.

Aytuğ (2007) evaluated the coursebook *New Bridge to Success* used in Anatolian High Schools, and found that exercises in the coursebook were not relevant to students' interest and the topics were not interesting for 9th grade students. Additionally, the results also indicated that *New Bridge to Success* was not appropriate for students' needs since it did not support productive skills adequately in contrast to what the CEFR suggested to develop communicative competence. Besides, the MONE states that EFL curriculum of secondary schools was prepared in consideration of the CEFR (MONE, 2002). Hence, it can be inferred from the results of this study that the implementation of the CEFR and its principles into the EFL curricula is a problematic issue.

Tekir and Arıkan (2007) evaluated the coursebook *Let's Speak English* for 7th grade students. They found four main shortcomings of the coursebook. The first one was that the topics and exercises in the coursebook did not match with the 7th grade students' interest. Secondly, the activities did not promote critical thinking and left no room for substantial free production. Thirdly, linguistic items were not introduced in meaningful contexts, and they did not promote meaningful learning and actual communication. Lastly, the coursebook did not contain a wide variety of role-plays and information gap tasks. This study also showed that primary school EFL coursebooks have many problems in terms of many of the tenets foreign language teaching.

Dağ (2008) assessed secondary school students' EFL performance in terms of the CEFR. The findings revealed that performance of the students were not equal to the A2 level as suggested in the curriculum. In addition, the results also indicated that coursebooks used in English courses in secondary schools were inadequate in terms of the CEFR criteria along with the course hours, content and methodology of the curriculum.

In a similar study, Sarıca (2009) analyzed 210 8th grade students' language levels in relation to the CEFR criteria. The results showed that 95% of the students were at the A1 level although they were expected to be at the A2 level according to the curriculum prepared by the MONE.

As for foreign language intensive high schools, Yel (2009) evaluated the effectiveness of English courses in Anatolian High Schools in Sivas. The results revealed that the course contents and materials were uninteresting for the students. In addition, materials were inadequate in providing opportunities for communicative and students-centred activities,

teaching and learning process lacked variety and the assessment procedures were not parallel with the objectives of the courses and approaches of the curriculum. These results support the idea that the implementation of the CEFR in EFL curricula and the reflection of it into the coursebooks published by the MONE are a serious concern about the effectiveness of English courses.

Yiğit (2010) studied the coherence of the 6th grade EFL curriculum with the CEFR by means of a document analysis. The 6th grade EFL curriculum aims to upgrade students to reach A2 level. However, the results showed that the 6th grade EFL curriculum meets 36% of linguistic competences (grammatical accuracy, vocabulary range, cohesion, coherence, fluency, sociolinguistic appropriateness, phonology control etc.) A2 level defined in the CEFR. On the other hand, it was also found out that the curriculum was totally in line with the CEFR in terms five language skills defined in the CEFR. It can be inferred from the results of the study that the 6th grade EFL curriculum focuses on developing five language skills and linguistic competences are ignored. However, the CEFR takes language as whole. Furthermore, the ignored skills are involved in communicative competences, and lack of these skills directly influences communication in a negative way. Furthermore, communicative language learning and communicative competences are at the core of the CEFR.

Karababa and others (2010) evaluated the coursebook *Breeze* prepared for general high schools by the MONE. It is stated that the coursebook was claimed to be prepared according to the principles of the CEFR. However, they noted many problems in the coursebook. The results showed that the offered tasks did not serve communicative purposes, promote student-centeredness, and learner autonomy. In addition, distributions among descriptors were not equal in the coursebook as well.

In a study on English language teacher's use of classroom activities, Arıkan (2011) detected some crucial shortcomings. The results showed that students were passive learners who learnt through teacher-centred activities. It was found to be problematic since students could not be considered as active competent users of a foreign language who learn vocabulary and speak as learners. It is also problematic that teachers do not give importance to culture of the language learned. The results are important especially when we consider that the CEFR prioritizes student-centeredness, intercultural learning and multiculturalism all of which remain problematic in Turkish classroom of English language.

In conclusion, the related studies show that there are difficulties and problems in the implementation of the CEFR into both curricula and coursebooks. Furthermore, in terms of the EFL curricula, it is problematic that the aims and gains are written in vague statements that are far-fetched. As for coursebooks, the studies show that the coursebooks are unsuitable for the age and need of the target groups, uninteresting for them and inappropriate for the CEFR principles. Also, some of the studies reveal that there are also problems in success of primary and secondary school students in English courses as well as teacher effectiveness and classroom activities.

2.6.2. International Studies

Alderson and others (2004) detected a problematic side of the CEFR in his study. He stated that the main chapters illustrating the CEFR chapters (4, 5 and 7) gave details of themes, purposes, activities, strategies, texts, processes, competences and tasks (cited in Alderson & others, 2006). However, he criticizes that although details were given about themes, purposes, activities, tasks it was not specified in the CEFR which of these details should be applied at which specific common reference level.

Fulcher (2004) criticized the CEFR in his study in terms of its weaknesses in language testing. He stated that it was not possible to use a description at the model level to meaningfully link tests that had been designed for different purposes. He also criticized that the CEFR scale had no underlying theory and there were no content specifications attached to the levels. Furthermore, many tests that were claimed to be linked to the CEFR did not themselves have a theoretical basis, or known reliability, and the linking was mostly intuitive. However, can-do statements were ideal for reporting a generalizable meaning of test scores to users, in terms of what a test taker with a particular score on a given test might typically be able to do (Fulcher, 2004). Fulcher (2004) also explained the main danger about the CEFR. He stated that teachers were beginning to believe that the scales in the CEFR represented an acquisitional hierarchy, rather than a common perception. They also began to believe that the language of the descriptors was actually related to the sequence of how and what learners should learn.

In that sense, North (2004) tried to prevent the problem Fulcher (2004) stated. North (2004) explained that instead of trying to define what should be taught (content specifications) and how it should be taught (methodology), the CEFR drew on theories of communicative

competence and language use in order to describe what a language user had to know and did in order to communicate effectively and what learners could typically be expected to do at different levels of proficiency.

Like Fulcher (2004), Figueras and others (2005) criticized the descriptive system of the CEFR. They stated that although the CEFR offered considerably greater explicitness than most curricular documents, it was still quite an abstract descriptive system and thus, this left a considerable gap between the description available and the practical needs of both large-scale and small-scale assessment.

Hesselgreen (2005) also criticized the CEFR in terms of the assessment of the language of young learners in Norway by using the descriptors in the CEFR. Her study shed some lights on both negative and positive sides of the CEFR. Although the descriptors in the CEFR and could be adopted for self-assessment of young learners, they were not sufficient for describing the ability of young learners (Hesselgreen, 2005). Similarly, she also stated that language teachers lack training in language assessment.

Alderson and Huhta (2005) conducted a study on developing computer-based diagnostics tests (DIALANG) based on the CEFR in 14 European languages. DIALANG was oriented towards diagnosing language skills and providing feedback to users rather than certifying their proficiency. DIALANG contained 18 self-assessment statements per skill for reading, writing and listening. However, the system did not contain any statements for vocabulary or structures. This shows that the CEFR does not provide guidance for teachers and learners about vocabulary since it does not state which words are essential and need to be taught at each level.

In addition, Alderson and Huhta (2005) also stated that one of the problems was that while the CEFR provided, e.g., materials for defining a number of content categories and checklists for item writers, the project had to complement them with materials from more detailed publications of the Council of Europe (the Waystage, Threshold, and Vantage levels), as well as from many other sources when designing the detailed task and test specifications. It can be inferred that the CEFR is inadequate for test development in terms of test specification and detailed task designs. Although the results of the study indicated that the quality of the English tests was adequate for such a large-scale assessment, the study did not contain the results of other 13 languages. Besides, one of the limitations of DIALANG is that it does not

diagnose the spoken interaction and spoken production skills. Moreover, guidance and rubric for diagnosing spoken interaction and spoken production skills are missing. Consequently, Alderson (2005), Alderson and Huhta (2005) and Alderson and others (2006) suggested that the CEFR in its current form might not provide sufficient theoretical and practical guidance to enable test specifications for each level of the CEFR.

Weir (2005) criticized the CEFR and pointed out its limitations. He stated that for tests developers, the CEFR lacked clear purpose, specification of the sub-skills of comprehension, response format (e.g. knowledge telling or knowledge transformation), channel (face-to-face or telephone conversation), discourse modes, time constraints (how much time would be required for carrying out various activities at different levels), text length (e.g. 1000 words, instead of short or long), topic (what sort of topics should be given at each level), structural competences (what level or range of syntax might help define a particular proficiency level) whereas its functional competence was well mapped out in it. In addition, Weir (2005) also stated that the CEFR did not explain which structures, lexis or any other linguistics should be taught at each level. It can be inferred from the limitations of the CEFR in Weir's (2005) study that developing foreign language curriculum and coursebooks are a demanding and challenging task since the CEFR does not offer any guidance for lexical competence, structure competence and suitable topics for the levels.

Little (2006) conducted a study on the CEFR by reviewing the literature in terms of content, purpose, origin, reception and impact. As for content, Little (2006) criticized that although the CEFR was cautious about stating how languages should be taught, the behavioural terms in which communicative proficiency was defined pointed clearly in the direction of task-based teaching and learning. Furthermore, this was reinforced by a detailed discussion of tasks and their role in language teaching. Little (2006) also pointed out that not all of the descriptors were empirically derived, particularly written production descriptors were developed from spoken production descriptors. He further stated that there were some ambiguities in some of the terms. The term fluency was defined largely in terms of hesitation, yet even native speakers hesitated while speaking. He also criticized the CEFR by adding that it did not involve much information for test developers.

Alderson and others (2006) conducted a study whose aim was to analyze tests of reading and listening in relation to the CEFR in order to investigate the missing sides of the CEFR in the process of test development. They chose to develop reading and listening tests since, as

Little (2006) stated, the can-do scales for reading and listening present a taxonomy of behaviours rather than a theory of development in listening and reading abilities (Alderson & others, 2006). Initially, they analyzed can-do scales of listening and reading, and thus identified four major problems as follows;

1. Inconsistencies, where a feature might be mentioned at one level but not at another, where the same feature might occur at two different levels, or where at the same level a feature might be described differently in different scales.
2. Terminology problems: synonymy or not?
3. Lack of definition, where terms might be given, but are not defined.
4. Gaps, where a concept or feature needed for test specification or construct definition is simply missing.

Davidson and Fulcher (2007) criticized the CEFR in terms of language test design. They identified the problems that prevented test developers to use the CEFR. As a criticism to Alderson and others (2006), they stated that the researchers found no significant association between text characteristics and CEFR level with the exception of vocabulary, and it proved impossible to distinguish between test specifications in terms of the grid or CEFR levels, since the CEFR was so vast, it could not detail purposive action about particular testing contexts. Davidson and Fulcher (2007) also argued that the CEFR also lacked specification for speaking as some of the speaking descriptors referred to specific situations, while others did not. In addition, they stated that the distinction between levels is not at all clear, often referring to a vague notion of ‘complexity’ of the transaction.

Jones and Seville (2009) carried out a study on European language policy in terms of the CEFR and learning. They stated that the CEFR had serious drawbacks to be dealt with. They criticized that it had been used as an instrument of centralization and harmonization and was regarded as a system or curriculum rather than a framework. Hence, they suggested that instead of instant application of the CEFR in classrooms, language teaching would be referred to it.

Similarly, Little (2011) studied the CEFR in terms of how it has been perceived. He stated that the CEFR had been used as a system, new approach or method in classrooms. However, it was designed to serve as a framework in order to set language learning standards. Hence, he also stated that the CEFR, especially can-do descriptors needed to be used while developing curricula, syllabi, activities and materials in language teaching since can-do descriptors could

be used or revised as learning targets. He also criticized that the CEFR descriptors did not explicitly embrace classroom communication, especially classroom communication in which learners themselves were active agents. However, he further stated that since education was one of the CEFR's domain, they could be manipulated for classroom communication.

As the aforementioned review suggests, the CEFR has many weaknesses as well as strengths. Lacking of specification, vague and unclear descriptors, atheoretical basis, time constraints have negative influences on using the CEFR for test development whereas lexical, structural competences and no guidance for suitable topics put obstacles in the way of developing curriculum and coursebooks based on it.

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter describes the research methodology of the study whose aim is to evaluate Anatolian High schools' 9th grade EFL curriculum and the related coursebook titled *New Bridge to Success* in relation to the principles of the CEFR. The research questions that guided the study and the methodological steps followed are described in this chapter.

Three research questions guided the study. The research questions of the study are as follows;

1. What are the principles of the CEFR?
2. To what extent does Anatolian High Schools' 9th grade EFL curriculum meet the principles of the CEFR?
3. To what extent do the Anatolian High Schools' 9th grade EFL course materials meet the principles of the CEFR?

3.2 Research Method

The CEFR, Anatolian High Schools' 9th grade EFL curriculum, and the related coursebook titled as *New Bridge to Success* are the documents analyzed in this study. To do that, document analysis method was employed to seek answers to the research questions set. Gay and others (2009) state that qualitative research intends to collect descriptive, narrative and visual nonnumerical data to gain insights about a phenomenon Document analysis is one of the data collection instruments that qualitative researches employ (Yıldırım & Şimşek, 2006). It tries to explain a phenomenon by means of analyzing such documents as books, articles, reports, plans, policy documents and journals (Cohen & others, 2007).

Two major documents analyzed in the study; the CEFR and the Anatolian High Schools' 9th grade EFL curriculum were policies or frameworks and the related course material used in the 9th grade *New Bridge to Success for Grade 9* was considered as an artifact that had to be

studied. Gay and others (2009) define an artifact as written or visual sources of data that contribute to our understanding of what happens in classrooms or schools. In this sense, the coursebook was used as the artifact for data itself since it directs what happens in the teaching process in classrooms.

3.3 The Instrument and Data Analysis

In order to determine the principles of the CEFR according to which the curriculum and the coursebook examined, the CEFR was exposed to multiple readings by the researcher. A technique called “pawing” (Ryan & Bernard, n.d.) was used in understanding the CEFR as a document by reading the text carefully and marking textual pieces up with different coloured highlighters (see Appendix 3 for an example to this analytical procedure). As Ryan and Bernard (no date) articulate:

“Sandelowski (1995a:373) observes that analysis of texts begins with proofreading the material and simply underlining key phrases "because they make some as yet inchoate sense." Bernard (2000) refers to this as the ocular scan method, otherwise known as eyeballing. In this method, you get a feel for the text by handling your data multiple times. Bogdan and Biklen (1982:165) suggest reading over the text at least twice” (no page).

As a result of this process, the principles of the CEFR were determined (see Table 4.1). Both the curriculum and the coursebook were analyzed and these determined principles of the CEFR are sought in both of them. On the other hand, a checklist which was composed of the A2 level descriptors was used to analyze the gains for the five language skills in the curriculum and the activities in the related coursebook. There are three main reasons for using the ELP descriptors. First, the descriptors that are used in the ELP are based on the CRL in the CEFR (Lenz & Schneider, 2004; Karababa & others, 2010). Second, these descriptors are adopted from the ELP developed by the MONE for high school students. Lastly, the descriptors in the ELP are more explanatory and specific since the ELP is designed to be a learner tool used language learning practice. These two checklists were used for evaluating Anatolian High Schools’ 9th grade EFL curriculum and the related coursebook.

In order to analyze Anatolian High Schools’ 9th grade EFL curriculum the same procedure was followed through a content analytical procedure. Flick (1998) and Mayring (2004) define content analysis as the process of summarizing and reporting the main contents of written data and their messages (cited in Cohen & others, 2007). As an analytical procedure, it requires a

strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data (Cohen & others, 2007).

First, the CEFR's principles were categorised and key words were determined according to these categories in order to analyze the curriculum. Then, the structure of the curriculum, setting-up foreign language learning environment, the general features of the curriculum and assessment in foreign language learning sections of the curriculum were itemized for summative evaluation of the curriculum. Then, the key words that represented the principles of the CEFR's were searched in the curriculum, and the determined features of the curriculum were compared with the principles of the CEFR's. Lastly, the matching items were given in tables.

Similarly, the gains of the 9th grade EFL curriculum in five language skills were analyzed as a part of summative evaluation of the curriculum and the same procedure was followed by means of the second checklist. The reason why only the A2 level descriptors were used in the analytical procedure of the gains is that MONE (2011) states that the gains of the 9th grade EFL curriculum is based on these descriptors. Therefore, the gains of the 9th grade curriculum in five language skills were compared with the A2 level descriptors in five language skills. The matching items were given in percentages.

The checklist consists of the A2 level descriptors were used to analyze the coursebook. The coursebook was analyzed through procedure used by Karababa and others. (2009). In this process, the coursebook was first analyzed in terms of the activities and the total number of the activities was determined. Then, their distributions among listening, reading, writing, spoken interaction and spoken production skills were determined. After that, the activities were analyzed in order to identify whether these activities are suitable for the A2 level or not since the coursebook was prepared for the A2 level. Lastly, the coursebook was analyzed again so as to identify the nine principles of the CEFR.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the study. The research questions are answered under the relevant headings within the limits of this study.

4.1 The Principles of the CEFR

The multiple reading of the CEFR produced 9 principles, and these principles were given in Table 4.1.

Table 4.1 The Principles of the CEFR

- Plurilingualism
- Pluriculturalism
- Communicative language teaching
- Task-based learning
- Interculturality
- Learner autonomy
- Self-assessment
- The use of the ELP
- Learner-centeredness

Table 4.1 there are 9 principles of the CEFR. It is important to explain why and how these principles were determined. Initially, plurilingualism and pluriculturalism and then the rest are explained.

Language forms a natural barrier to communication in multilingual nature of Europe. Therefore, the CEFR intends to overcome this barrier through promoting language learning by means of setting some standards (Little, 2002). One of the standards the CEFR set is promoting plurilingualism in foreign language education. Thus, the CEFR suggests that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence (Council of Europe, 2001; p. 5). In this sense, the promotion of respect for the diversity of languages and of learning more than one foreign language in school is significant (Council of Europe, 2001; p. 134). Pluriculturalism is brought with plurilingualism since it believed that languages are indispensable aspect of

cultures since communicating in a foreign language necessitates knowledge of the target language culture along with linguistic skills (Kozhemyakov, 2008). Pluriculturalism involves identifying with at least some of the values, beliefs and/or practices of two or more cultures, as well as acquiring the competences which are necessary for actively participating in those cultures during communication (Byram, 2009; p. 5). In addition to that, plurilingualism and pluriculturalism also promote the development of linguistic and communication awareness. Therefore, plurilingualism pluriculturalism require one another. In this sense, the CEFR strongly endorses the idea that learners should value and develop their language repertoires, and thus plurilingualism should be considered as a learning objective (Eisner, 2011). In order to so, the CEFR suggests that there should be tasks and activities that promote to develop plurilingual and pluricultural competences while teaching a foreign language (Council of Europe, 2001; p. 138).

Communicative language teaching is one of the key principles of the CEFR. The Threshold Level, the Vantage Level and the Waystage Level, all of which provide labels for the Common Reference Levels, are based on communicative language teaching approach (van Ek & Trim, 1990; Kohonen, 2003; Heyworth, 2008). Communicative language teaching suggests that communication is encouraged from the very beginning of learning process (Richards & Rodgers, 2006; p. 156). Similarly, in the CEFR, communicative attempts are encouraged as well starting at the A1 level. The framework includes sub-scales which explain what a learner can do in different contexts. For instance, listening as a member of a live audience, reading for information and argument, informal discussion with friends, transactions to obtain goods and services and information exchange are some of the illustrative scales of the CEFR (Council of Europe, 2001). As it is seen, all of the illustrative scales include specific contexts that a learner may encounter in daily life. Besides, communicative competence is the desired goal of communicative approach (Savignon, 2002; Richards & Rodgers, 2006). The CEFR offers a detailed guideline for communicative competences. It explains what a learner can do in linguistic, sociolinguistic and pragmatic competences at six levels.

Task-based learning has a significant place in the CEFR. In fact, the action-oriented approach that the CEFR adopted is based on tasks. In this sense, the CEFR views language learners as 'social agents' who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (Council of Europe, 2001; p. 9). Besides, communication and learning involve performance of tasks which are not solely language tasks even though they involve language activities and (Council of Europe, 2001; p.

15). Tasks allow language learners to use his/her language competences and general competences in order to exchange information for task achievement (Morrow, 2004; Council of Europe, 2002b). In addition, the CEFR promotes direct participation of learners in tasks in the target language which aim to actively involve learners in meaningful communication (Council of Europe, 2001). Learners are encouraged to plan and monitor their own learning by using 'task' as a basic unit of learning (Nunan, 2004), which helps to develop learner autonomy. Therefore, task-based learning is an important principle of the CEFR since it is believed that it facilitates teaching and learning of foreign languages.

The third principle of the CEFR is interculturality. Education for intercultural understanding remains central to the CoE's activities to promote greater mutual understanding and acceptance of difference in Europe's multicultural and multilingual societies (Byram & others, 2002). Thus, interculturality is accompanied by plurilingual and pluricultural objectives of the CEFR. Byram and others (2002) state that the communicative approach argues that language learners need the ability to use the language in socially and culturally appropriate ways. Interculturality involves intercultural awareness, intercultural skills and know-how all of which enable the individual to develop an enhanced capacity for further language learning and greater openness to new cultural experiences (Council of Europe, 2001; p. 43). Interculturality also plays a significant role in communication since knowledge of the shared values and beliefs held by social groups in other countries and regions, such as religious beliefs, taboos, etc. are essential to intercultural communication (Council of Europe, 2001; p.11). Therefore, the CEFR suggests that intercultural awareness and skills should be integrated in foreign language learning since language learning is not solely based on teaching language skills (Council of Europe, 2001; p.104).

Another principle of the CEFR is learner autonomy. Learner autonomy can be defined as learners' ability to manage and master their own learning (Kohonen, 2003; p.28). One of the attempts of the CEFR is to promote learner autonomy so that further learning in the frame of lifelong learning is continued by individuals autonomously when teaching stops (Council of Europe, 2001). Hence, it is suggested that language learners need also learn how to take initiatives to plan, structure and execute their own learning processes (Council of Europe, 2001; p. 141). In this way, learners actively participate in decision making process concerning their learning processes (Goullier, 2006). Besides, this active participation includes raising the learners' awareness of their present states of knowledge, self-setting viable objectives,

selection of materials and self-assessment (Council of Europe, 2001). Therefore, the CEFR suggests that foreign language learning should aim to support learner autonomy.

Self-assessment is another principle of the CEFR. The CEFR states the necessity of the development of new teaching materials and new assessment tools that can be better adapted to measure the competences of language learners (Boldizar, 2003; p. 31). In this sense, the CEFR suggest the use of new assessment tools as self-assessment since it is an adaptable and also a vital component of learner autonomy. In addition, it also serves to promote development of learner autonomy since it is a tool which helps learners appreciate their strengths and recognise their weaknesses as well as orienting their learning more effectively (Council of Europe, 2001; p. 192). Hence, the CEFR adapted the descriptors to form a self-assessment grid so that learners can measure their strengths and weaknesses.

Another principle that the CEFR prioritizes is the use of the ELP. The use of the ELP is highly essential for the CEFR since it involves five of the principles of the CEFR such as plurilingualism, pluriculturalism, interculturality, learner autonomy and self-assessment; and it aims to develop them all (Council of Europe, 2001; Schneider & Lenz, 2001; Little, 2006). Therefore, the CEFR suggests the use of the ELP in language learning. In this sense, the MONE developed and accredited an ELP for high school students, and it is has been used since 2003.

Learner-centeredness is the last principles of the CEFR. One of the main recommendations of the CoE to its member states is to promote a coherent, learner-centred methodology integrating aims, content, teaching, learning and assessment (Boldizar, 2003). Learner-centeredness has strong links with communicative language teaching, and gives priority to learners' needs (Nunan, 2004). Little (2006) states that the descriptors in the CEFR are an instrument of needs analysis although they embrace language skills. Besides, the CEFR places learners at the core of language learning process, through promoting learner autonomy, self-assessment and the ELP, all of which directly focus on learners. Moreover, the CEFR also promotes interaction which is one of the key aspects of learner-centeredness (Nunan, 2004). The CEFR gives high importance to interaction in language use and learning in view of its central role in communication (Council of Europe, 2001; p.14).

These items discussed above forms the principles of the CEFR all of which aims to improve and facilitate foreign language learning so as for effective communication.

Table 4.2 The A2 Level Principles of the CEFR in the Listening Skill

Listening
I can understand daily conversations if they are spoken clearly, slowly and directly
I can identify the main topic of a discussion when people speak slowly and clearly.
I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.
I can comprehend the main topic in simple short messages and announcements.
I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.
I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.

Table 4.2 shows that the descriptors of the listening skill at the A2 level mainly focus on understanding the main idea or topic contextualized in daily life when the oral discourse is produced clearly, slowly and directly.

Table 4.3 The A2 Level Principles of the CEFR in the Reading Skill

Reading
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.
I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life.
I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early.
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.
I can comprehend information in advertisements such as size and price.
I can understand simple user's instructions for equipment such as public telephones.
I can understand feedback messages or simple help indications in computer programmes.
I can understand short texts dealing with topics, which are familiar to me if the text is written in simple language.

Table 4.3 shows that the descriptors of the reading skill at the A2 level focus on identifying and understanding the general meaning of a simple written discourse provided that they include familiar items such as names, numbers, size and price, and are supported with illustrations.

Table 4.4 The A2 Level Principles of the CEFR in the Spoken Interaction Skill

Spoken Interaction
I can make simple transactions in post offices, shops or banks.
I can use public transport: buses, trains and taxis, ask for basic information and buy tickets.
I can get information about the travel that I will do.
I can order something to eat and drink.
I can make simple purchases by stating what I want and asking the price.
I can ask for and give directions by referring to a map or plan.
I can make and respond to invitations.
I can discuss with other people what to do, where to go and make arrangements to meet.
I can ask people questions about what they do at work and in free time and answer such questions addressed to me.

Table 4.4 shows that the A2 level descriptors in the spoken interaction skill focus on basic information exchange in order to meet the basic needs such as eat, drink, address description, buying tickets, shopping. Besides, they mainly embrace public and personal domains although some items may be included in occupational and educational domains.

Table 4.5 The A2 Level Principles of the CEFR in the Spoken Production Skill

Spoken Production
I can talk about myself and my family and describe them.
I can give basic descriptions of events.
I can describe my educational background, my present or most recent job.
I can describe my hobbies and interests in a simple way.
I can describe past activities such as last week or my last holiday.

Table 4.5 shows that the descriptors in the spoken production skill are mostly limited to describing personal information such as family, educational background, hobbies, interests etc. However, the other skills are contextualized in public domain rather than personal one.

Table 4.6 The A2 Level Principles of the CEFR in the Writing Skill

Writing
I can write short simple notes and messages.
I can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened.
I can write about aspects of my everyday life in simple sentences such as job, school, family, hobbies.
I can fill in a form giving an account of my educational background, my job, my interests and my specific skills.
I can briefly introduce myself in a letter including my family, school, job and hobbies with simple phrases and sentences.
I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.
I can write simple sentences by connecting them with words such as "and", "but", "because".
I can use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events.

Table 4.6 shows that the descriptors of the writing skill at the A2 level focus on writing short notes, messages or letters about job, school, family and hobbies with simple sentences by connecting them with “and”, “but”, “because”. In addition, they also focus on describing the main parts of an event and briefly explain it in chronological order.

In conclusion, all of the A2 level descriptors for the five skills focus on using the target language as a communicative means in daily life. Besides, these descriptors are adopted from the ELP for learners aged 15-18, which was developed by the MONE. Therefore, it can be inferred that students aged between 15 and 18 are expected to fulfil the requirements stated in the descriptors.

4.2 Evaluation of Anatolian High Schools’ EFL Curriculum

The curriculum was analyzed through the principles mentioned above. In order to do so, the structure of the curriculum, setting-up foreign language learning environment, basic features of the curriculum, learning/teaching process and assessment sections were itemized and the key words determined through the first research question were sought in these items. After that the gains at the A2 level in the five language skills were analyzed through the A2 level principles of the CEFR.

Since the structure of the curriculum consists of the sections; the general aims of the curriculum and the scope of the curriculum. Therefore these two sections were investigated

initially. Table 4.7 shows the general aims of the curriculum. It can be inferred that curriculum aims to develop not only students' language but also their cultural and social skills.

Table 4.7 The General Aims of the Curriculum

Items	CEFR Principles
1- To provide students to enjoy learning foreign language	Lerner-centeredness
2- To enable students to identify and to distinguish cultural values of the countries that speak the target language,	Interculturality & Communicative language learning
3- To provide respect and tolerance to the others as well as their own values,	Interculturality
4- To provide opportunities for students to convey their own cultural values to foreigners	Interculturality
5- To provide opportunities to learn different cultures through written and spoken works,	Interculturality
6- To develop skills as self-expression, communication, collaboration, problem solving,	Communicative Language learning
7- To provide individual, social and cultural development,	Interculturality
8- To develop four language skills,	Communicative Language learning
9- To enrich vocabulary in the target language,	Communicative Language learning
10- To develop learning skills through using information and communication technologies,	Task-based learning
11- To become adapted to the criteria determined in the CEFR.	Communicative Language learning
12- To provide decisiveness for using foreign language through believing in the need of learning at least one foreign language.	Plurilingualism

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 4)

In terms of the principles of the CEFR, Table 4.7 shows that the all of the items related to the general aims of the curriculum match with the principles of the CEFR. The fact that 5 of out 12 items referred to communicative language teaching draws the frame of communicative language teaching. Learning the target language culture, developing skills as self-expression, communication, collaboration, problem solving along with the four language skills, vocabulary enrichment and using information and communication technologies directly affect communication in a positive way. The item 11 related to the criteria determined in the CEFR clearly states that the CEFR is takes as a basis in the curriculum. It is stated that communication is not solely based of linguistic competence, it also requires sociolinguistic competence referring to the socio-cultural conditions of language use and pragmatic

competence concerning to the functional use of linguistic resources (Council of Europe, 2001). On the other hand, knowledge of the shared values and beliefs held by social groups in other countries are essential to intercultural communication (Council of Europe, 2001). Hence, the curriculum aims to intercultural development through teaching different cultures and cultural values of the countries that speak target language. In addition, the curriculum also aims to convey our cultural values to foreigners as a part of intercultural interaction, which shows that learning and expressing the native culture are also required for effective intercultural communication. Showing respect and tolerance to the others and our native values embracing learning different cultures refer to pluricultural principles of the CEFR which aims to promote pluriculturalism. Besides, good knowledge of different cultures, with appropriate use of foreign language, paves a way to smooth and clear communication (Council of Europe, 2001). However, Table 4.7 shows that the general aims of the curriculum are dominated by the items referred to communicative language teaching and Interculturality. Although such principles of the CEFR as plurilingualism and learner-centeredness are also included, there are not any items related to pluriculturalism and learner-autonomy.

The scope of the curriculum which is another part of the structure of the curriculum explains the characteristics of the curricular gains that students are expected to gain.

Table 4.8 The Scope of the Curriculum

Items	CEFR Principles
1- Appropriate for students' mental development	-
2- Related to the cognitive field (reading comprehension, interpretation, comparing and contrasting)	-
3- Related to the affective field (intercultural tolerance, appreciation language learning etc)	-
4- Related to the psycho-motor field (developing the muscles that affect language learning, the use of body language for communication)	-
5- Communicative competences (linguistic, sociolinguistic and pragmatic competences)	Communicative language teaching
6- Intended for developing such studying skills as note-taking, underlying, paying attention to knowledge, preparing and using materials for individual learning	Learner-centeredness
7- Intended for developing the four language skills equally	Communicative language teaching
8- Intended for conveying students' own culture to foreigners and identifying the target language culture	Interculturality
9- Helpful for students to discover their abilities, identify strengths and weakness and provide self-assessment	Self-assessment
10- Providing students to learning environments in which they can collaborate with each other and study through sharing responsibility	Communicative language learning & Task-based learning
11- Intended for improving self-expression through developing the four language skills, especially productive skills	Communicative language teaching

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 5)

Table 4.8 shows that the scope of the curriculum consists of 11 items 7 of which match with the principles of the CEFR including communicative language teaching, learner-centeredness, learner autonomy, interculturality and self-assessment. The item 5 addressed to communicative language teaching shows that the curricular gains cover other communicative aspects such as sociolinguistic and pragmatic competences in addition to linguistic competence. However, there is an apparent contradiction between item 7 and item 11. The former one states that none of the four skills are neglected whereas the latter one prioritizes the improvement of self-expression through development of productive skills. It can be inferred that the MONE gives importance to productive skills since students lack using these skills. Besides, instead of aiming solely the target language use, the gains also aims to develop studying skills that students need to learn such as note-taking, underlying, paying attention to knowledge and preparing and using materials for individual learning in the frame of learner-

centeredness. Although item 8 focuses on learning the target language culture and conveying the native culture to the foreigners for intercultural communication purposes, it can be inferred that it also focuses on productive language skill since conveying the native culture to the foreigners is actualized through either writing or speaking. Thus, the scope of the curriculum gives priority to the productive skills despite the fact that it is stated in that none of the four skills are neglected. Lastly, the curricular gains are helpful for students to discover their abilities, identify strengths and weakness through self-assessment. Self-assessment can be regarded as a proof of learner-centeredness and learner autonomy. Since self-assessment gives students opportunity to monitor their learning process by means of recognizing their strengths and weaknesses, it promotes learner-autonomy by putting students at the centre of language learning process.

The third section of the curriculum that was investigated and analyzed was setting-up learning environment for foreign language teaching.

Table 4.9 The Principles of Foreign Language Teaching

Items	CEFR Principles
1- Students learn foreign language an effective and ongoing ways when they construct knowledge actively.	-
2- Students learn foreign language in an effective way when they relate their past knowledge to new knowledge.	-
3- Students use knowledge in different situations when they can transfer knowledge through figuring out what, how and why to use.	-
4- Students actualize their communicative and learning projects in an effective way when they know how to find and use knowledge.	Communicative language learning
5- Students' motivation increase when they properly perceive their skills, learning competences, the difficulty of learning process and achievement.	Learner autonomy

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 18)

Table 4.9 shows that 2 items in the principles of foreign language teaching that the curriculum mandates match with the principles of the CEFR. It is surprising since it is clearly stated in the curriculum that being adapted to the criteria of the CEFR is one of the aims of the curriculum (MEB, 2011; p. 4). However, only 2 of the principles of foreign language teaching are suitable for the CEFR. The CEFR is a framework that aims to standardize foreign language education in Europe. Although it does not directly dictate the use of specific foreign language teaching method(s) (Council of Europe, 2001), it indirectly mandates the use of communicative language teaching since the CoE has promoted an approach based on the

communicative needs of learners and the use of materials and methods that enable learners to satisfy these needs (Council of Europe, 2001; p. 142). However, communicative language teaching is not the sole principle of the CEFR for foreign language learning. It also suggests task-based learning, intercultural learning, pluriculturalism, self-assessment etc. It is surprising that the principles of foreign language teaching of the curriculum include only two of them. Although the items that are not matched with the principles of the CEFR might be useful in foreign language teaching, the fact that matching only two items with the principles of the CEFR contradicts with the general aims of the curriculum in which interculturality, task-based learning, and plurilingualism are also prioritized as well as communicative language learning.

In addition to the principles of foreign language teaching, the curriculum offers a guideline for setting-up classroom environment for foreign language learning.

Table 4.10 Setting-up Classroom Environment in Foreign Language Learning

Items	CEFR Principles
1- Learning situations should be meaningful and based on interaction.	Communicative language teaching
2- Learning situations should be prepared in terms of students' expectations and needs.	Communicative language teaching & Learner-centeredness
3- Learning situations should be associated with the target language and its linguistic and cultural aspects.	Interculturality

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 18)

Table 4.10 shows that all of the items about classroom environment for foreign language teaching are referred to communicative language teaching. It can be inferred from item 1 that interaction in the target language plays a key role in classroom. Since interaction involves both learning to receive and to produce utterances, sociolinguistic and pragmatic competences have a significant role in what the CEFR calls "spoken interaction" as the fifth language skill (Council of Europe, 2001; p. 14). The relationship between learning and students' expectations and needs are referred to the two principles of the CEFR; communicative language teaching and learner-centeredness. The CEFR prioritizes learners' expectations and communicative needs by defining and offering guidelines to them (Council of Europe, 2001). On the other hand, Little (2006) states that the idea of learning languages for purposes of

communication generated two fundamental concerns: to analyse learners' communicative needs, and to describe the language they must learn in order to fulfil those needs. Therefore, needs analysis plays a crucial role in both the CEFR and communicative language teaching. The last item refers to the two principles of the CEFR as well; interculturality and communicative language teaching. Since cultural and linguistic aspects of interaction reframes communication, these aspects should be included and taught in foreign language teaching processes so as to nurture effective communication (Council of Europe, 2001; Savignon, 2002; Little, 2006). However, there is a contradiction between the items related to classroom environments and the principles of foreign language teaching of the curriculum since the curriculum prioritizes interculturality in classrooms whereas it ignores interculturality in the principles of the foreign language teaching.

Table 4.11 The Role of Students

Items	CEFR Principles
1- Students can use the target language as a means for communication.	Communicative language teaching
2- Students can get the necessary information by using the target language.	Communicative language teaching
3- Students can express themselves by using the target language.	Communicative language teaching
4- Students can communicate with texts or people by using the target language.	Communicative language teaching
5- Students can meet their needs by using the target language.	Communicative language teaching
6- Students can socially develop themselves by learning other cultures.	Pluriculturalism
7- Students are at the centre of teaching-learning process.	Learner-centeredness
8- Students are expected to take responsibility of their own learning.	Learner-centeredness
9- Students can organize their own learning process.	Learner autonomy
10- Students can evaluate their learning lives.	Self-assessment
11- Students can provide ongoing learning by learning to learn.	Learner autonomy
12- Students can associate learning with subject area.	-
13- Students can apply learning in real life situations.	Communicative language teaching
14- Students can read, write, speak and listen to in the target language by using appropriate learning strategies.	Communicative language teaching
15- Students can comprehend his/her responsibilities for himself/herself and others.	Learner autonomy
16- Students can successfully develop sensitiveness with him/herself, his/her environment and the world.	Learner autonomy
17- Students can notice their skills with their strong individual	Learner-

motivation.	centeredness
18- Students can use technology.	Task-based learning
19- Students can display and maintain lifelong learning attitude as an individual.	Learner autonomy
20- Students can establish cause and effect relationships, make decisions and solve problems through using critical thinking skills	-

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 18-19)

Table 4.11 shows that almost all of the items about the role of students match with the principles of the CEFR apart from the two of them. Eight out of 20 items refer to communicative language teaching. The focus of these items referring to communicative language teaching is on using the four language skills in real life. Actually, this is what the CEFR postulates since foreign language learning should be based on communicativeness in a way to use the target language as a tool for meeting needs, establishing communication and accessing information (Council of Europe, 2001; Breidbach, 2002).

As for learner autonomy, 5 of the items focus on what autonomous students need. Learning to learn and organizing the learning process are the fundamental aspects of learner-autonomy through which students display and maintain lifelong learning attitude as an individual. In addition, autonomous learning can be promoted if 'learning to learn' is regarded as an integral part of language learning so that learners become increasingly aware of the way they learn, the options that are open to them and the options that best suit them (Council of Europe, 2001; p. 142). Furthermore, comprehension of individual responsibilities leads to develop sensitiveness towards the world and one's self. Although these seem to be related with social responsibility which refers to learner-centeredness, it would be unwise to develop taking learning responsibilities without taking the social ones in a learner-centred teaching environment. On the other hand, the curriculum aims to develop strong individual motivation so that students can notice their skills. This explains why focusing on students' positive sides are suggested as one of the roles of teacher. In addition, the fact that students are expected to evaluate their learning lives refers to self-assessment principle of the CEFR which promotes learner autonomy and indicates learner-centeredness. As students identify their strengths and weaknesses through self-assessment, it helps students to monitor their learning and to determine their learning goals and needs as well (Council of Europe, 2002). Social development through learning other cultures refers to pluricultural principles of the CEFR. Through teaching or learning different cultures, pluriculturalism mainly aims to develop cultural awareness about European countries so that cultural boundaries can be crossed while

communicating (Council of Europe, 2001). Lastly, item 18 refers to technology use, this item is regarded as a part of task-based learning since students are expected to use technology in order to fulfil the requirements of some tasks.

After analyzing, the structure of the curriculum and setting-up learning environment for foreign language teaching, the third section that were analyzed was the general features of the curriculum which explains the approaches adopted and the gains of the curriculum.

Table 4.12 The General Features of the Curriculum

Items	CEFR Principles
1- The curriculum is based on communicative approach.	Communicative language teaching
2- The target language is a means for communication.	Communicative language teaching
3- Students are directed to understand what they learn and also directed to use what they understand in different environments.	-
4- Communication is used for meeting needs, improving their skills and being part of social life.	Communicative language teaching
5- Language learning is not based on teaching only the rules and structures.	Communicative language teaching
6- In communicative approach, productive activities should be used whenever possible.	Communicative language teaching
7- The curriculum includes the principles of action oriented approach.	Task-based learning
8- The curriculum aims to develop creative language use through classroom activities, learning through projects.	Communicative language teaching
9- The curriculum includes the principles of learner-centeredness which involves individualized learning and learner autonomy.	Learner-centeredness
10- The curriculum includes process-centred awareness which involves learning awareness, language awareness and intercultural awareness.	-
11- The curriculum includes holistic language experience which involves content-based learning and real and complicated language learning environment.	-
12- The gains of the curriculum place four skills at the centre of language learning process.	Communicative language teaching
13- The gains of the curriculum place students at the centre of language learning process.	Learner-centeredness
14- The gains of language skills are based on the CEFR.	Communicative language teaching
15- The curriculum also includes teaching such sub-skills as identifying, understanding, questioning, ordering, categorizing, associating, summarizing and matching.	Communicative language teaching
16- Through these sub-skills, it aimed that students establish communication in an effective way.	Communicative language teaching

17- Through these sub-skills, it aimed that students develop positive attitudes towards language learning.	-
18- Through these sub-skills, it aimed that students develop reading and writing habits.	-
19- Paying attention to correct and adequate level of understanding in four language skills is promoted.	Communicative language teaching
20- In the first step, students' attention should be attracted to daily life and some topics that they may need.	Communicative language teaching
21- In the second step, it should be determined that what language structures students need to learn, on what purpose they need to these structures and through which activities they learn these structures.	Learner-centeredness
22- During the process, incorrect pronunciation and other language use should be corrected.	-
23- Knowledge and skills that are learned should be reinforced through projects and performance activities.	Communicative language teaching & task-based learning

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 21-22)

Table 4.12 shows that 19 out of 23 items match with the principles of the CEFR. Fifteen of these items refer to communicative language teaching. Language is seen as a part of social life that is used to communicate for different purposes. Therefore, developing linguistic competence through teaching the linguistic rules and structures is not enough to use the target language in a communicative way. Instead, pragmatic and sociolinguistic competences are also required to establish effective communication by using the target language. In order to do so, communicative language teaching regards the target language as a whole, and thus developing productive and receptive skills have equal significance. However, Table 4.12 shows that the item 6 contradicts with the items 12 and 14. It can be inferred from this contradiction that the curriculum prioritizes the productive skills although the gains are said to have placed the four language skills at the centre of language learning whereas the CEFR give priority to none of them. Besides, development in creative language use requires the development in the four skills as well since these skills are bound to each other. In this sense, the curriculum includes teaching such sub-skills as identifying, understanding, questioning, ordering, categorizing, associating, summarizing and matching whose main aim is to develop effective communication since language learners' communicative language competence is activated through such language activities, involving reception, production, interaction or mediation (Council of Europe, 2001; p. 14). In addition to these, the curriculum gives importance to creative language use through classroom activities and learning through projects. Similarly, the CEFR gives importance to creative language use as well by providing specific descriptors for creative language use, especially for creative writing. Moreover, it

also stated in the CEFR that tasks which involves a set of purposeful actions for achieving defined goals and specific outcomes require to be supported by such steps as creative language use, taking part in a discussion etc (Council of Europe, 2001).

Three general features of the curriculum are related to learner-centeredness. Through individualized learning and learner autonomy, the curriculum places students at the centre, and thus the gains of the curriculum reflect students' needs and goals. Furthermore, the curriculum emphasizes what to learn, why learn and how to learn

Table 4.12 shows that there are only two items about task-based learning. Action-oriented approach that the CEFR and the curriculum adopted focuses on activating language learning through communicative tasks (Council of Europe, 2001). Therefore, it is regarded as a reference of task-based learning. Besides, the curriculum aims to reinforce knowledge and through projects and performance activities. Since these activities involve communicative tasks, it can be said that the last item refers to task-based learning. On the other hand, the reason why there are a very few items addressed to task-based learning can be explained through several principles of task-based learning overlap with the principles of communicative language teaching (Richards & Rodgers, 2006).

Learning-teaching process which aims to provide guidelines for effective English teaching and learning process is the penultimate section that was analyzed.

Table 4.13 Learning-Teaching Process

Items	CEFR Principles
1- Teachers should guide students so that they can develop their own learning strategies for ongoing effective learning.	Learner-centeredness
2- Teachers should encourage students for active participation to the course for ongoing effective learning.	Learner-centeredness
3- Students should be taught that they are responsible for the results of their own learning.	Learner-centeredness
4- Teachers have to follow teaching strategies which provide learning through individual works and group works.	Task-based learning
5- Methodology and course design should involve interactive learning styles (projects groups, collaboration of teachers of other courses, participation of parents and expert in teaching process).	Task-based learning
6- Methodology and course design should involve learning places and environments (teaching the course outside the classroom, forming classrooms in a different way, etc.).	Learner-centeredness
7- Methodology and course design should involve relationship with the other fields and inner association (providing cooperation between classes).	-
8- Foreign language learning should be formed in terms of student-centeredness.	Learner-centeredness
9- The contents of the English course should be taught in frame of students' knowledge and learning strategies.	Learner-centeredness
10- The English course should be associated with other courses.	-
11- English course should be supported with projects and performance activities.	Task-based learning
12- Projects and performance activities should evoke curiosity and willingness to learn daily lives and cultures of other countries, which attracts students' attention, make the process enjoyable, supports creativity and defines topics and methods that direct students to research.	Task-based
13- English course should be organized according to the appropriate methods and techniques to the target group and its features.	Learner-centeredness
14- Meaningful and authentic contents should be chosen for students.	Communicative language teaching
15- Skills which contribute to personality development and provide the use foreign language should be developed.	Communicative language teaching
16- Communicative learning styles which help to develop creativity, flexibility, openness, problem solving and critical thinking should be applied instead of grammar based learning.	Communicative language teachings
17- Different learning opportunities should be provided by considering students' individual differences.	Learner-centeredness
18- There should be a room for project and performance activities.	Task-based
19- Different methods should be used and individual learning techniques should be applied.	Learner-centeredness
20- Modern ICT devices (e.g. computer) should be used.	Communicative language teachings
21- Students should individually learn as much as possible, and take the responsibility of individual learning.	Learner autonomy

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 24-25)

Table 4.13 shows that 19 out of 21 items match with the principles of the CEFR. Twelve out of 21 items either completely or partially refer to learner-centeredness. This shows that learner-centeredness is prioritized in language learning-teaching process. It can be inferred from the learner-centred items that providing guidance for developing learning strategies and applying individual learning techniques serve the purpose for learning out of school and life-long learning since students are expected to sustain learning process. In order to do so, the curriculum recommends teachers to review methods and course designs by taking the features of target group and individual differences into account, and to move learning process outside of classroom.

As for task-based learning, there are 5 items which aim to teach the target language, learning strategies and techniques that involve communicative and collaborative activities or tasks. Task-based learning requires language learning by interacting communicatively and purposefully while engaged in the activities and tasks (Richards & Rodgers, 2006). Hence, projects, group works, performance tasks intend to engage students in these communicative and interactive activities and tasks in some of which students need to communicate in the target language in order to achieve the activities or tasks. Lastly, there are 5 items referred to communicative language teaching. The first item referred to communicative language teaching give priority to the use of authentic and meaningful contents. Using authentic and from-life materials are the distinctive characteristics of communicative language learning (Richards & Rodgers, 2006, Larsen-Freeman, 2010). However, the coursebooks used primary and secondary schools are prepared by Turkish writers and the contents that are used in these coursebook are defined by the MONE. Thus, it is surprising that the curriculum recommends the use of such contents since “choosing meaningful and authentic contents” (MEB, 2011; p. 24) is not at teachers’ hands. The item referred to ICT use bifurcates since the use of modern ICT devices contribute both to communicative language teaching as well as task-based learning. If these devices are used for fulfilling a task, they serve for task-based learning whereas they serve for communicative language teaching if they are used as a tool for foreign language learning individually.

The last section of the curriculum that was analyzed was the assessment section which offers the kinds of assessments suggested.

Table 4.14 Assessment

Items	CEFR Principles
1- Students' development in using the four language skills, to what extent they use these skills in daily life as well as their developments in social skills might be assessed.	Communicative language teaching Task-based
2- As a result of assessment process, students' learning situations, how many of the gains are learnt and the use of the target language in daily life (speaking, communication, problem solving, giving satisfactory answers etc.) are defined, if necessary, they are changed and/or reformed according to course contents and level.	Communicative language teaching Task-based
3- In foreign language teaching process, performance assessment might be applied on the purpose of monitoring students' developments.	Communicative language teaching Learner-centeredness
4- Performance tasks or project works should be chosen from daily life situations or topics in order to assess students' problem solving abilities.	Task-based learning
5- These processes should be prepared to make students' realize that there is more than one way to solve a problem.	Task-based learning
6- Performance assessment tools and methods are projects, performance tasks, observation forms, gradational scoring key (scoring rubric), peer assessment, self-assessment.	Learner-centeredness
7- The aim of peer-assessment, self-assessment and group assessment is to assess students' weaknesses and take precautions against these weaknesses.	Learner-centeredness

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 27-28)

Table 4.14 shows that the items of the assessment section refer to three principles of the CEFR which are communicative language teaching, task-based teaching and learner-centeredness. Initially, the curriculum recommends assessing the use of the four skills in daily situations since the curriculum is mainly based on communicative language learning and the gains are categorised in the five language skills. Besides, through assessment students' success, how many of the gains are learnt and the use of the target language in daily life are aimed to be assessed as well as problem solving abilities. This is not surprising as communicative language teaching requires development not only in linguistic and pragmatic competences but also in sociolinguistic competence. In addition, collaborative learning that task-based learning requires affects the development of social skills positively (Nunan, 2004). Therefore, the inclusion of assessment addressed to social skills is not surprising. Items 3, 4, 5, 6, 7 show that the curriculum suggests alternative assessments such as performance assessment, self-assessment, peer-assessment etc. rather than conventional assessment. It can be inferred from these items that the curriculum aims to monitor students' whole learning

process as well as their strengths and weaknesses through which they can reconsider their goals and needs.

Table 4.15 The Assessment of Language Elements

Items	CEFR Principles
1- Grammar should be assessed while students use the skills related to expression (writing and speaking).	Communicative language teaching
2- Vocabulary should be assessed in four language skills separately.	Communicative language teaching
3- Teachers should have their students infer the meaning of vocabulary that students read or listened to from the context.	Communicative language teaching
4- For vocabulary assessment, finding synonyms and antonyms, filling the gap, matching the picture with the words and word forms questions are suggested.	-
5- In speaking and writing assessments, students should be expected to use vocabulary in a structurally and meaningfully appropriate way.	Communicative language teaching
6- At basic level, pronunciation and intonation should be assessed by imitation and repeat.	-
7- At further levels, pronunciation and intonation should be assessed by interviews, communication with pair, observation and reaction to audio and visual stimuli.	Task-based learning

(Curricular items are adapted from Secondary Schools' EFL Curriculum, 2011; p. 28-29)

Table 4.15 shows that language elements such as grammar and vocabulary are regarded as parts of a whole. Therefore, assessing these elements within the assessment of the four language skills is required in communicative language teaching since these elements are regarded as a means to convey meaning to interlocutor(s) (Purpura, 2005). On the other hand, it is suggested that vocabulary should be assessed in four language skills separately so as to mark boundaries between passive and active vocabulary (MEB, 2011). In order to do so, inference the meaning of vocabulary context is suggested for the listening and reading skills whereas structural and meaningful word use is suggested for the writing and speaking skills. However, communicative approach in assessment contradicts with the items refer to specifically vocabulary, pronunciation and intonation assessment since tests are based on tasks simulating communicative activities that students are likely to be engaged in outside of the classroom (Read, 2000). Although the tasks such as filling the gap, matching the picture with the words can be converted to communicative tasks in life-like context, it does not seem possible to convert or adapt imitation and repeat activities suggested for assessing pronunciation and intonation. In addition to intonation and pronunciation, fluency, coherence, accuracy and cohesion play a significant role in speaking, and thus they should be included in speaking assessment process either in one rating criterion or in different ones (Luoma, 2009).

It was mentioned before that the curriculum was analyzed through two checklists developed. The first checklist involves the principles of the CEFR and was used to evaluate the six sections of the curriculum including the vision of the curriculum, the structure of the curriculum, setting-up foreign language teaching environment, the general features of the curriculum, learning-teaching process and assessment. The second checklist, on the other hand, aims to evaluate the gains of the curriculum prepared in the five language skills including listening, spoken interaction, spoken production, reading and writing. These gains were prepared in terms of the A2 level descriptors (MEB, 2011). Therefore, they were analyzed according to the A2 level descriptors of the CEFR. The gains and which of them were matched with the A2 level descriptors were tabularised in terms of the five language skills.

Table 4.16 The Gains in the Listening Skill

Items	CEFR Level
1- Pays attention to stress, intonation and pronunciation	-
2- Listens to according to the rules of politeness and cultural values	-
3- Searches the meanings of unknown words in what he/she listened to	-
4- Values what is told in while listening	-
5- Demands for explanation when he/she does not understand what he/she listened to	-
6- Uses his/her preliminary information for giving meaning to what he/she listens to	-
7- Follows simple, clear and understandable daily conversations	A2
8- Understands what is told in general terms in clear and understandable conversations	A2
9- Identifies the topics in slow and clear conversations about his/her interests	A2
10- Identifies the information in what he/she listens or watches if they are spoken clearly, slowly and understandably	A2
11- Distinguishes the simple statements and questions about his/her individual interests in what he/she listens to (statements and questions while shopping, at a restaurant etc.)	A2
12- Identifies the components of short messages and recorded announcements	A2
13- Identifies the statements about his/her hobbies in what he/she listens to	A2
14- Identifies changing topics in what he/she listens to or watches	-
15- Identifies the statements about himself/herself, his/her family and environment	A2
16- Identifies the main idea of what he/she listened to	A2
17- Seeks answers to the questions such as what, where, when, why, how and what	-
18- Identifies the instructions in what he/she listens to (how to get from one place to another on foot or by public transportation)	-
19- Recognizes frequently used vocabulary and phrases about his/her interests (words about social life, listening to music, going to the cinema etc.)	A2
20- Identifies the main idea of the poem that he/she listened to	-

21- Makes deductions about what he/she listened to	-
22- Follows the events in short and simple stories if they are slowly and clearly told	A2
23- Enjoys listening to short simple stories	-
24- Makes comparisons about what he/she listened to	-
25- Enjoys listening to poetry	-
26- Distinguishes the descriptive statements in what he/she listened to (descriptions about people, objects, living conditions, educational background, current job etc using simple terms)	-
27- Distinguishes the cause and effect statements in what he/she listens to	-
28- Infers the contents from the title of the text that he/she listened to	-
29- Defines suitable titles for the texts that he/she listened to	-
30- Identifies place, time, person(s) and topic in what he/she listened to	A2
31- Distinguishes the questions about what he/she can do in what he/she listened to	-
32- Understands simple, clear and understandable daily conversations	A2
33- Understands the main topics in clear and understandable conversations	A2
34- Identifies topics of slow and clear conversations about what he/she is interested in	A2
35- Identifies simple, clear and understandable information in what he/she listened to or watched (weather reports, advertisements etc.)	A2
36- Identifies the descriptions in what he/she listened to or watched (people, objects, belongings etc.)	-
37- Distinguishes the chronological order of the events in what he/she listened to	-
38- Distinguishes the statements about 'accept' and 'refuse' in what he/she listened to	-

(The gains in the listening skills were adapted from Anatolian High Schools' EFL curriculum, 2011; p.187-199)

Table 4.16 shows that 16 out of 38 (42.10%) items match with the A2 level descriptors, which means that more than half of the gains in the listening skills are not matched with the A2 level descriptors although it is stated that the criteria of the CEFR were adapted during the preparation process of the curriculum (MEB, 2011, p. 4). The A2 level descriptors mainly focus on understanding and comprehension of main ideas or topics in clear, slow and direct conversations in everyday life whereas the gains in the listening skill mostly focus on "identifying" more specific items such as questions, statements, components, place, time, information nested in main ideas and topics in conversations. On the other hand, the items that were not matched with the A2 level descriptors include much more different gains such as identifying changing topics, seeking answers to specific questions, making deductions, making comparisons, defining suitable titles, distinguishing chronological order and identifies the descriptions all of which can be regarded as activities that might be used to improve the listening skill. In addition, it is surprising that the items focusing on enjoyment are regarded as gains for the listening skills since enjoyment is an individual feeling of pleasure, and thus differs from one student to another. Lastly, it can be inferred from Table 4.16 that the gains in the listening skills that were not matched with the A2 level are not contextualized whereas it

is obviously stated in the curriculum that ‘communicative approach’, which considers contextualization as a basic premise (Larsen-Freeman, 2010), were adopted (MEB, 2011; p. 21).

Table 4.17 The Gains in the Spoken Interaction Skill

Items	CEFR Level
1- Uses body language while speaking	-
2- Speaks according to the rules of politeness and cultural values	-
3- Links words and phrases using simple connectors	A2
4- Uses words and phrases appropriately in accordance with grammar rules and meaning	-
5- Uses words and phrases appropriately in accordance with their types and functions	-
6- Pronounces words appropriately	-
7- Speaks in a self-confident way	-
8- Uses simple sentence structure appropriately	A2
9- Pays attention to stress and intonation while speaking	-
10- Demands for explanation by using basic sentence patterns when he/she does not understand	-
11- Expresses himself/herself through vocabulary development for different situations	-
12- Conveys meaning of what he/she listened to or read by using simple sentences	-
13- Speaks fluently	-
14- Speaks relevantly	-
15- Speaks appropriately according to the situations required in daily life (greeting, meeting, farewell appreciating, apologizing, requesting, thanking, asking for permission etc.)	-
16- Makes simple, clear and understandable phone calls	A2
17- Expresses individual needs by using simple statements	A2
18- Speaks in order to give information (giving direction, saying price, number, amount etc.)	A2
19- Enjoys answering questions about the topics he/she has information (sports, hobbies, music etc.)	-
20- Gives simple and concrete instructions (giving direction by using map or plan, recipe and how to use an equipment etc.)	A2
21- Gives examples from daily life while speaking (schools, daily routines, current issues etc.)	-
22- Asks questions in order to gather information (asking for direction, buying tickets, shopping, asking amount, price, number, transaction in a bank etc.)	A2
23- Expresses whether he/she accepted or refused (responding invitation, suggestion, apology)	-
24- States his/her demands on the topics that he/she needs (situations in everyday life)	A2
25- Speaks about his/her daily routines	A2
26- Expresses his/her thought, emotions and passions	A2
27- Speaks about himself/herself, family and environment	-

28- Narrates the short and simple stories that he/she read	-
29- States his/her opinions and suggestions while speaking	A2
30- Speaks in order to gather information	A2
31- Starts dialogues	-
32- Explains his/her future plans (what to do, where to go etc.)	A2
33- Wants to join in simple, clear and understandable conversations	-
34- Joins in simple and understandable dialogues about what he/she has information	
35- Informs his/her demands, wishes, likes and complaints to whom they may concern (demanding goods and services in everyday life, objects he/she wants to buy or likes etc.)	A2
36- Establishes cause and effect relationships while speaking	-
37- Explains the topic of what he/she listened to or read	-
38- Starts, maintains and ends dialogues	A2
39- Maintains simple and clear dialogues about the topics he/she has information in accordance with changing contents	A2
40- Joins in clear and understandable dialogues	A2
41- Enjoys to be a part of simple dialogues about the topics he/she has information	-
42- Attracts attention to get the floor (short and simple conversations in everyday life)	-
43- Shares the poem that he/she wrote with others	-
44- Explains what he/she likes and dislikes with reasons	-
45- Ask questions in order to give information (tour course, introducing a place etc)	A2
46- States his/her demands on the topics that he/she needs (ask for help from customer service etc.)	
47- Explains his/her hobbies and interests	A2
48- Shares what he/she read in newspaper and magazines with others	-
49- Shares the dialogues that he/she wrote in classroom	-
50- Expresses simply his/her opinions and suggestions about the topics that he/she is interested in	-
51- Make comparisons while speaking	-
52- Distinguishes important information during dialogues	-

(The gains in the listening skills were adapted from Anatolian High Schools' EFL curriculum, 2011; p. 187-199)

Table 4.17 shows that there are more gains defined for spoken interaction (52 gains) when compared with the gains in the listening skill (38) although some of the gains of spoken interaction are specified for the speaking skill including both spoken interaction and spoken production. It can be inferred that the scope for the spoken interaction skill were extended despite the fact that it stated that the gains of the curriculum were prepared for teaching all the language skills equally (MEB, 2011; p. 5). Table 4.17 also shows that 19 out of 52 items match with the A2 level descriptors. The A2 level descriptors for the spoken interaction skill focus on using the target language for communicative purposes in everyday life situations such as making simple transactions, using public transport, ordering something to eat/drink, asking for and giving directions etc. In the gains for spoken interaction, it can be seen that those everyday life situations are specified through including hobbies, interests, family, phone

calls, suggestions, thoughts, emotions etc. Therefore, it can be inferred that the curriculum extended the scope of spoken interaction so as to include more situations in everyday life that students may encounter. As for the gains that are not matched with the A2 level descriptors, it can be said that there are some similar gains for both listening and spoken interaction such as making comparisons and distinguishing cause and effect statements.

The items 4 and 5 focus on using words and phrases appropriately in terms of grammar rules and their types, functions, meaning. However, to what extent students can use words and phrases, which types and functions they can use and, most importantly, in which contexts they can use them are not stated in the curriculum. Yet, it is clearly stated in the CEFR that learners at the A2 level “use basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations but still systematically makes some basic mistakes” (Council of Europe, 2001; p. 29). Therefore, it can be inferred that the curriculum expects that students at the A2 level can use words and phrases without any mistakes while speaking.

Another gap in the gains for spoken interaction is that a student at the A2 level can speak fluently (item 13) whereas pauses, false starts and reformulation are very evident at the A2 level (Council of Europe, 2001; p. 29). Although they can answer questions and respond to simple statements, they are rarely able to understand enough to keep conversation going of their own accords (Council of Europe, 2001; p. 29) whereas it can be inferred from the gains in the spoken interaction skills that students can succeed each items flawlessly.

Table 4.18 The Gains in the Spoken Production Skill

Items	CEFR Level
1- Makes simple announcement in order to give information (prepared announcements on familiar topics)	A2
2- Gives short messages (such as messages on the telephone)	-
3- Explains his/her hobbies and interests	A2
4- Makes short and simple presentations (about his/her plans and thoughts everyday life with preliminary preparation)	A2
5- States his/her preferences or opinions (which meal he/she prefers etc)	-
6- Asks questions (about his/her presentation)	-
7- Answers questions (about his/her presentation)	-
8- Speaks about what he/she likes and dislikes	A2
9- Speaks about his/her daily routines and habits	A2
10- Makes comparisons while speaking	-

11- Speaks in order to give information	A2
12- Supports his/her speech through presenting appropriate visuals	-
13- Enjoys speaking about simple topics that he/she has information	-
14- Wants to ask questions about the topics he/she has information	-
15- Wants to answer the questions about the topics he/she has information	-
16- Expresses himself/herself about his/her past (educational background, last week, last summer vacation etc.)	A2
17- Makes descriptions while speaking (about family, educational background belongings, places etc.)	A2
18- Establishes cause and effect relationships while speaking	-
19- Makes comments on visuals	-
20- Wants to speak about the topics he/she has information	-
21- Enjoys making short and simple speeches	-
22- Explains his/her guesses simply (e.g. result of a sport game etc.)	A2
23- Develops appropriate and effective speaking strategies	-
24- Speaks about what he/she can do	-
25- Shares his/her opinions with others	-
26- Explains his/her opinions with reasons	A2
27- Make announcement in order to give information (announcing specific information or message with preliminary preparation)	-
28- Starts, maintains and ends simple dialogues about the topics he/she has information	-
29- Speaks appropriately in accordance with different situations in daily life (explaining why he/she didn't finish a task and apologizing for it)	-
30- Tells events in a chronological order (giving descriptions of an event by using connecting words such as "first", "next", "then")	A2
31- States quantitative information (saying quantitative information such as dates, years etc. without pause)	-
32- Makes changes his/her speech according to the feedback from audience	-
33- Enjoys answering questions about the topics he/she has information	-
34- Uses appropriate visuals to the contents of presentations	-
35- Narrates short and simple stories that he/she read	A2
36- Presents information using tables and graphs	-
37- Uses information and communication technologies in order to present his/her information, emotions and thoughts	-

(The gains in the listening skills were adapted from Anatolian High Schools' EFL curriculum, 2011; p. 187-199)

Table 4.18 shows that 12 out of 37 items match with the A2 level descriptors. The A2 level descriptors focus on simple descriptions about family, educational background, past activities, hobbies and interests. The gains for the spoken production skill focus on similar issues with including expression and narration. When the items in the spoken production skill are compared with the ones in spoken interaction, it can be inferred the latter are prioritized since there are much more items for spoken interaction. Furthermore it can also be said that there are some items whose focus is on spoken interaction rather than production. In spoken production speaker is more active whereas listener is rather passive. Therefore, the items 2

and 29 are not prepared for spoken production since their nature requires interaction rather than production. On the other hand, there are similar items referring “enjoy” and “want” as there are in the other two skills. It be inferred that enjoyment and wish are considered as gains for each skill in the curriculum.

Table 4.19 The Gains in the Reading Skill

Items	CEFR Level
1- Searches the meaning of unknown words	-
2- Pays attention to stress and intonation while reading aloud	-
3- Pronounces words correctly while reading aloud	-
4- Infers the meaning of unknown words while reading	-
5- Gives meaning to what he/she reads by using his/her preliminary information	-
6- Reads paying attention to punctuations	-
7- Reads fluently	-
8- Takes notes while reading	-
9- Does free reading activities	-
10- Understands short and simple texts that involve international and frequently repeated words and phrases	-
11- Knows the meanings of figures, symbols and signs (restaurant, train station, warnings etc.)	-
12- Skims reading text to find the necessary information (e.g. yellow pages)	A2
13- Finds the necessary information in simple written texts (magazines, leaflets, newspaper articles based on numbers, names, titles)	A2
14- Applies simple instructions (instructions about telephone, ATM, computer, ticket machine supported with visuals)	A2
15- Understands what he/she reads by the help of visuals (reading magazines, leaflets, packages by the help of visuals and figures)	A2
16- Grasps the meaning of short written messages	A2
17- Answers the question about what he/she read	-
18- Distinguishes hobbies in what he/she read	A2
19- Reads short, simple stories	-
20- Wants to read short and simple stories	-
21- Identifies the main idea of what he/she read	A2
22- Understands the abbreviations (abbreviations in short, simple and clear newspaper announcements)	-
23- Seeks answers to questions such as what, where, when, who, why and how	-
24- Makes comparisons about what he/she read (comparison about people, objects and places)	-
25- Identifies the changing topics in what he/she read	A2
26- Identifies what is told in informal letters (emotions, wishes, demands etc.)	A2
27- Identifies the topics in what he/she read (short and simple texts)	A2
28- Infers the contents of the reading texts from the title	-
29- Identifies the main idea of the poem that he/she read	-
30- Makes deductions about what he/she read	-
31- Enjoys reading poetry	-

32- Identifies cause and effect relationships in what he/she read	-
33- Identifies the descriptive statements in what he/she read (people, places, belongings, educational background, living conditions, current job etc.)	A2
34- Perceives the messages in bulletins, announcement and leaflets	A2
35- Identifies the items of the stories (place, time, event, main characters etc.)	A2
36- Establishes cause and effect relationships in what he/she read	-
37- Identifies subject, place and time of invitation	-
38- Defines appropriate title to what he/she read	-
39- Distinguishes important information in what he/she read (advertisements, prospectus, menus, reference lists, timetables, plans, weather reports etc.)	A2
40- Reads to gain information (newspaper, catalogue, magazine etc.)	-
41- Wants to read newspaper and magazine	-
42- Identifies comparisons in what he/she read (comparison about people, objects, places etc.)	-
43- Distinguishes descriptions in what he/she read (descriptions about people places, belongings etc.)	A2
44- Relates what he/she read with examples from daily life	-
45- Identifies the chronological order in what he/she read (identifying events, places, time etc. in short and simple stories)	A2
46- Distinguishes quantitative information in what he/she read	-
47- Identifies what is stated in short and concrete written texts about what he/she has information (texts involving frequently encountered statements in everyday life such as jobs, advertisements, weather reports etc.)	A2
48- Understands what he/she read by the help of visuals	-
49- Understands frequently encountered orders in computer programs	-
50- Uses information and communication technologies in order to find information (using websites to access information about current issues)	-
51- Interprets information given in tables and graphs (statistics, public opinion surveys)	-
52- Interprets comparisons in what he/she read	-

(The gains in the listening skills were adapted from Anatolian High Schools' EFL curriculum, 2011; p. 187-199)

Table 4.19 shows that 17 out of 52 items match with the A2 level descriptors. The A2 level descriptors focus on understanding information, informal letters, messages and instructions that learners are likely to encounter in everyday life. The curriculum, however, broadens the scope of the reading skill including such items as making deductions, identifying the main idea of poems, inferring the contents from title etc. Besides, in the gains for the reading skill there are items at the A1 level. Although it is considered that the A2 level involves A1 level, since a learner at the former level are expected to fulfil the requirements of the latter level, this study focuses on the A2 level descriptors. Therefore, items referring to the A1 are not included.

However, it can be inferred from the items for the reading skill that there are items which either similar to each other or include one another such as answering the question about what he/she read and seeking answers to wh-questions. On the other hand, there are also items which are too general to understand the gains. For instance, item 48 states that a student at the A2 level understands what he/she read by the help of visuals. It can be misinterpreted as understanding any kind of reading text that contains visuals regardless of context and level.

In addition, it can be inferred from Table 4.19 that there are activity oriented gains such as defining appropriate title or inferring the contents from the title as can be seen in the gains for the listening skill. Similarly, there are items focusing on individual preferences such as enjoying reading poetry, doing free reading activities and wishing to read newspaper and magazines. Furthermore, the curriculum integrates fluency to the reading skill but does not explain why students need fluency in reading while using the target language communicatively. Lastly, students at this level are expected to understand abbreviations in short, clear and simple newspapers etc. However, what kinds of abbreviations or they are expected to understand are not mentioned. Therefore, the gains for the reading skill contain reading skill activities, individual preferences such as enjoying reading or wishing to read a text, and some strategies that might be helpful while reading in the target language such as searching the meaning of unknown words and inferring the meaning of unknown words while reading. However, such gains are not addressed to communicative use since. Moreover, there are no gains referring to intercultural competence although communicative language teaching, and so the CEFR, requires intercultural competence (Council of Europe, 2001).

Table 4.20 The Gains in the Writing Skill

Items	CEFR Level
1- Uses simple and limited sentence patterns correctly	A2
2- Applies spelling rules in his/her writings	-
3- Uses punctuations correct and appropriately in his/her writings	-
4- Uses politeness statements in his/her writings	-
5- Writes meaningful and correct sentences	-
6- Uses words appropriately in accordance with grammar rules and meanings in order to meet his/her daily needs	-
7- Uses words according to their types and functions	-
8- Links words and phrases by using simple connectors	A2
9- Writes relevantly	-
10- Writes coherently	-
11- Uses simple language structures and basic language functions	A2

12- Conveys simple sentences that he/she listened to and read in written	-
13- Gives examples from his/her daily life and life in his/her writings (school, current issues, daily routines)	A2
14- Takes notes (about his/her urgent needs)	-
15- Makes simple lists (features, price and delivery date of products)	A2
16- Writes short dialogues	-
17- Writes short messages (SMS, e-mail, postcards etc.)	A2
18- Fills forms according to their instructions (forms about personal information, online forms etc.)	A2
19- Writes questions in order to gather information	-
20- Writes answers to the questions about what he/she has information (hobbies, pets, sports, music, weather reports)	A2
21- Writes in order to give information	-
22- Writes about his/her hobbies and interests (explaining where he/she lives in or how to get there)	A2
23- Writes about what he/she likes and dislikes	A2
24- Writes short texts (about his/her family, living conditions, current job, education)	A2
25- Writes about his/her daily routines	A2
26- Defines appropriate titles to his/her writings	-
27- Includes main idea in his/her writings	-
28- Makes changes in his/her writings according to the feedbacks from readers	-
29- Makes comparisons in his/her writings (people, objects, places etc.)	-
30- Writes about him/herself, his/her family and environment	A2
31- Uses the abbreviations that he/she knows in his/her writings	-
32- Expresses his/her thoughts, feelings and opinions in his/her writings	-
33- Makes descriptions in his/her writings (by using simple terms about people, places, belongings and including impressions and feelings etc.)	A2
34- Writes short texts about his/her past (educational background, last week, last summer vacation)	A2
35- Writes his/her curriculum vitae shortly and simply	A2
36- Informs his/her demands, wishes, likes and complaints to whom they may concern in written	A2
37- Writes event in a chronological order (using such connectors as “first”, “next”, “then”)	A2
38- Writes his/her plans (where to go, what to etc.)	A2
39- Establishes cause and effect relations in his/her writings	-
40- Shares his/her notes about interview with others	-
41- Writes poems (short and simple poems)	-
42- Writes fictional or non-fictional biographies	-
43- Writes simple, short informal letters (for thanking to or apologizing from someone)	A2
44- Keeps diary	-
45- Enjoys keeping diary	-
46- Writes simple announcements, invitations, mottos and advertisements (about everyday matters and needs)	A2
47- Prepares posters and bulletins	-
48- Writes appropriate titles to what he/she listened to or read	-
49- Expresses what he/she can do in written	A2
50- Explains what he/she likes and dislikes with reasons	A2

51- Expresses his/her opinions and suggestions about what he/she is interested in shortly and simply (short information exchange)	A2
52- Writes the meaning of figures, symbols and signs	-
53- Writes his/her experiences	A2
54- Writes stories	-
55- Writes his/her feelings, thoughts and dreams	A2
56- Uses information and communication technologies in order to present his/her information, feelings and thoughts	-

(The gains in the listening skills were adapted from Anatolian High Schools' EFL curriculum, 2011; p. 187-199)

Table 4.20 shows that the writing skill is the leading skill in which 26 out of 56 items match with the A2 level descriptors. However, the gains contain some items which are not directly related with communication in everyday life such as writing short dialogues, poems, biographies, diaries, stories and meanings of figures, symbols, signs since these types of writing are rarely used in daily life for communication. Therefore, it can be inferred that the curriculum aims to teach students how to write different types of written texts although some may not be easily encountered in daily life context. On the contrary, the CEFR suggests that foreign language learners should be exposed to the most frequently situations that they may encounter in daily life so that they become familiar with these situations in order to use the target language for solving their problems, meeting their need (Council of Europe, 2001). Although there are a considerable number of gains addressed to this purpose, there are stereotypical gains for the writing skill as there are for the other skills such as enjoying writing poems, making deductions, establishing cause and effect relationships and making comparisons.

On the other hand, there are gains that contain subtle statements such as expressing his/her thoughts, feelings and opinions in his/her writings or including main idea in his/her writings. These should be regarded as subtle since it is not explained to what extent and how students are expected to express their thoughts, feelings or in which types of writing they state their main ideas.

Table 4.21 The Overall Results for the Gains

	The Gains of the Curriculum <i>F</i>	The Gains matched with the A2 Level <i>f</i>	%
Listening	38	16	42.10
Spoken Interaction	52	19	36.53
Spoken Production	37	12	32.43
Reading	52	17	32.69
Writing	56	26	46.42
TOTAL	235	90	38.29

Table 4.21 shows the distributions of both gains and the matching items with percentages. The writing skill and the listening skill have the most appropriate gains to the A2 level descriptors. It can be inferred that the curriculum prioritizes these two skills although it is stated that none of the skills are ignored. On the other hand, the total result shows that only 38.29% of the gains are appropriate to the A2 level descriptors. Therefore, it can be deduced that adaptations of the criteria determined in the CEFR for the five language skill are not satisfactorily succeeded as the MONE expected. Subtle, irrelevant and stereotypical gains might lead to the low percentage in total. Some of the gains do not present open and definite statements as they do not clarify context and to what extent students are expected to fulfil the statements whereas the statements in the A2 level clearly explains how the target language is used in these skills through certain adverbs as “clearly”, “slowly” and “directly” as well as defining discourse with certain adjectives as “simple” and “short”. Besides, domains and contexts are stated in the A2 level descriptors along with the task such as understanding the main idea, finding the most important information, making simple purchases, giving basic descriptions of events and briefly introducing oneself in a letter. As for the irrelevant gains, the curriculum includes some gains that are not addressed to communicative use of the target language such as writing stories, speaking in a self-confident way and defining appropriate title to reading texts. In addition to subtle and irrelevant statements, such stereotypical statements as enjoying keeping diary or reading poetry and a wishing to speak about certain topics have negative influence on the low percentage in total. Hence, it can be said that the statements that explain the gains for the five skills are not explanatory and comprehensible enough setting realistic and viable gains.

4.3 Evaluation of the *New Bridge to Success for Grade 9*

The third research question aims to analyze the coursebook in terms of the CEFR principles and the A2 level descriptors. The coursebook is analyzed in general regardless of the descriptors to see the total number of tasks and their distribution among five skills (see Table 4.22).

Table 4.22 Distribution of Activities by Skills

	Listening Activities	Spoken Interaction Activities	Spoken Production Activities	Reading Activities	Writing Activities	Other Activities
Unit 1	11	4	6	5	1	14
Unit 2	8	4	2	2	4	16
Unit 3	9	5	4	5	2	14
Unit 4	5	-	2	6	5	11
Unit 5	3	3	9	6	4	14
Unit 6	8	5	8	9	4	13
Unit 7	5	6	3	8	6	9
Unit 8	1	5	6	8	7	10
Unit 9	2	2	9	3	3	8
Unit 10	6	3	8	4	6	13
Unit 11	7	4	5	4	3	8
Unit 12	6	1	3	8	4	8
Unit 13	5	-	12	5	3	10
Unit 14	5	5	9	7	3	8
Unit 15	6	1	5	8	4	10
Unit 16	3	1	3	4	3	8
Unit 17	11	5	9	7	5	14
Unit 18	7	1	5	7	2	15
Unit 19	4	4	9	9	4	6
Unit 20	4	2	9	8	1	11
Unit 21	3	2	12	6	3	9
Unit 22	5	1	11	5	2	13
Total	124	64	149	134	79	242
%	15.66	8.12	18.82	16.92	9.98	30.6
TOTAL						792

Table 4.22 shows that there is highly unequal distribution of activities in terms of the five skills in *New Bridge to Success for grade 9*. The biggest share (30.5%) is allocated to other activities that focus solely on grammar and vocabulary whereas only 18.82% of it was allocated to spoken interaction and writing. Although there are adequate numbers of activities for the spoken productions skill, the smallest share is allocated to activities for the spoken interaction skill. Spoken interaction includes transactions, interview, negotiation, discussion, conversation etc. whereas spoken production involves sustained monologue, addressing to

audience and public announcements (Council of Europe, 2001). Therefore, it is more likely to use spoken interaction in daily life. Furthermore, Table 4.22 also shows that in some units there either only one activity for spoken interaction or none. It can be said that the coursebook neglected interactive side of speaking in daily life, and thus it does not provide help for students so that they can use the target language in everyday life. The same negligence can be seen in the writing skill as well. To sum up, although the curriculum aims to teach all these skills equally as one of the principle of communicative language teaching, it can be inferred from Table 4.22 that the priority was given to teaching grammar, vocabulary and receptive skills apart from spoken production. In this sense, it does not seem possible to state that the coursebook reflect neither the aims of the curriculum nor the principles of communicative language teaching.

After the general analysis of activities distribution, the coursebook is analyzed in detail in terms of the criteria given in the checklist to indicate how many activities are related to each descriptor. All activities in the coursebook are examined according to the A2 level descriptors within each part of the checklist. The left column in the checklist shows the number of the activities related to each descriptor. However, those figures given for each descriptor does not provide the total number of activities in the coursebook since activities that are found to be irrelevant to the A2 level descriptors are not taken into account.

Table 4.23 A2 Listening

Descriptors	Activity Number
1- I can understand daily conversations if they are spoken clearly, slowly and directly.	9
2- I can identify the main topic of a discussion when people speak slowly and clearly.	4
3- I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.	2
4- I can comprehend the main topic in simple short messages and announcements.	-
5- I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.	15
6- I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.	2

Table 4.23 shows that only 32 out of 124 listening activities match with the descriptors. Therefore, most of the listening activities are match with the item 1 and 4 since they include more general statements rather than the others. On the other hand, the coursebook provides no activities for the item 4 which requires comprehension of short messages and announcements. The reason for the unequal distribution in the listening skill is that the listening texts in the coursebook are stereotypical, mostly based on dialogues, and vocalized by the writers of the coursebook instead of native speakers. Therefore, it can be inferred that the coursebook does not meet the communicative needs of students that is required in the CEFR in terms of the listening skill.

Table 4.24 A2 Spoken Interaction

Descriptors	Activity Number
1- I can make simple transactions in post offices, shops or banks.	-
2- I can use public transport: buses, trains and taxies, ask for basic information and buy tickets.	-
3- I can get information about the travel that I will do.	-
4- I can order something to eat and drink.	1
5- I can make simple purchases by stating what I want and asking the price.	-
6- I can ask for and give directions by referring to a map or plan.	1
7- I can make and respond to invitations.	-
8- I can discuss with other people what to do, where to go and make arrangements to meet.	2
9- I can ask people questions about what they do at work and in free time and answer such questions addressed to me.	7

Table 4.24 shows that only 11 out of 64 activities related to the spoken interaction skill match with the descriptors, which is not enough to improve the spoken interaction. It can be inferred that the spoken interaction activities in the coursebook ignored the use of the target language for conversation, discussion, interview, negotiation, transactions and interview since most of the activities that are related to spoken interaction are mostly based on making dialogues on the situation or topics that are not likely to be encountered in daily life such as fashionable clothes, Turkish lifestyle or fortune teller. On the other hands, there no activities for making simple transactions, using public transport, getting information about travel, making simple purchases and making and responding to invitations. However, these activities are more specific to using the target language for meeting individual demands and are included in the gains for spoken interaction in the curriculum as well. In this sense, it can be

inferred that the coursebook does not provide as adequate activities for spoken interaction as both the curriculum requires and the CEFR, and thus it does not reflect the curriculum in terms of the spoken interaction skill.

Table 4.25 A2 Spoken Production

Descriptors	Activity Number
1- I can talk about myself and my family and describe them.	16
2- I can give basic descriptions of events.	24
3- I can describe my educational background, my present or most recent job.	-
4- I can describe my hobbies and interests in a simple way.	22
5- I can describe past activities such as last week or my last holiday.	2

Table 4.25 shows that 64 out of 149 activities related to spoken production match with the A2 level descriptors since the nature of the activities in the coursebook are based on directing students describing themselves, their families, their hobbies, interests and events. However, the coursebook does not include activities for describing educational background, my present or most recent job. Moreover, activities for describing past activities are only given in Unit 16 whose focus is to teach simple past and past continuous tense. In this sense, it can be inferred that the coursebook provide various activities for one of sustained monologue, which is one of the aspects of spoken production and requires descriptions, whereas it does not provide any activities for the other aspects of spoken production such as addressing to audience and public announcements. In this sense, the coursebook does not provide activities that support the gains for the spoken production skill since some of these gains include making presentations, expressing educational background and making simple announcements.

Table 4.26 A2 Reading

Descriptors	Activity Number
1- I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.	1
2- I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life.	4
3- I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early.	-
4- I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	2
5- I can comprehend information in advertisements such as size and price.	-
6- I can understand simple user's instructions for equipment such as public telephones.	-
7- I can understand feedback messages or simple help indications in computer programmes.	-
8- I can understand short texts dealing with topics, which are familiar to me if the text is written in simple language.	44

Table 4.26 shows that 51 out of 134 activities for the reading skill match with the A2 level descriptors. However, it is seen that there is a highly unequal distribution for these activities. Almost all of the matched activities for the reading skill match with the last item since most of the reading texts are about understanding the written dialogues on different topics. However, both the curriculum and the CEFR require multifarious reading texts that can be encountered in daily life such as newspaper articles, leaflets, announcements. It can be inferred that the uniform nature of the reading activities in the coursebook leads to monotonous reading activities instead of communicative ones.

Table 4.27 A2 Writing

Descriptors	Activity Number
1- I can write short simple notes and messages.	2
2- I can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened.	4
3- I can write about aspects of my everyday life in simple sentences such as job, school, family, hobbies.	9
4- I can fill in a form giving an account of my educational background, my job, my interests and my specific skills.	4
5- I can briefly introduce myself in a letter including my family, school, job and hobbies with simple phrases and sentences.	4
6- I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.	3
7- I can write simple sentences by connecting them with words such as "and", "but", "because".	2
8- I can use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events.	3

One of the skills that the coursebook left in the background is the writing skill. Table 4.27 shows that 31 out of 79 activities related to the writing skill match with the A2 level descriptors. Although the coursebook offers different activities for the each item in the writing skill, the main focus is on writing a paragraph or a dialogue without specifying the type of written texts. However, the A2 level descriptors require different texts types such as writing a letter, filling a form etc. Furthermore, the curriculum requires more various texts types as well since the gains for the writing skill involve writing biographies, stories, diaries, poems and preparing leaflets. Although these text types are not appropriate to the A2 level descriptors, the curriculum includes these types. However, the text types in the coursebook do not suffice for the requirements of the curriculum.




The coursebook is also analyzed in terms of the principles of the CEFR. The analysis shows that the coursebook does not involve any activities related to plurilingualism. As for pluriculturalism and interculturality, the coursebook does not include any activities related to the culture of the target language whereas it includes a limited number of tasks for cultures of other countries such as Pakistan, India, Japan and China. However, these pluricultural and intercultural activities are not distributed evenly in the units. On the contrary, these activities are involved in only some units. As for the ELP, it is found that there are no activities or sections to promote the use of the ELP, which might result from the curriculum since it does

not provide any guideline or offer suggestions for the use of the ELP. This finding is surprising since primary school's EFL curriculum suggests the ELP whereas secondary schools' curriculum does not although there is an accredited ELP, developed by the MONE, for high school students.

As for communicative language teaching and task-based learning, the activities in the coursebook are analyzed by combining these two concepts. Communicative language teaching is defined as teaching the target language by creating real life like situation in which students need to use the target language through tasks in which there are either information gap or opinion gap (MEB, 2006; p. 8). In task-based learning, on the other hand, natural environment is provided through tasks in which students rehearse real life situations and try to fulfil the requirements of given tasks through interaction (MEB, 2006; p. 13). The CEFR defines these two concepts similar to the MONE. In this sense, language learners are regarded as social agents who have language-related tasks to accomplish (Council of Europe, 2001; p. 9). In the light of these definitions, it can be said that task-based learning and communicative language learning share the same principles and are interrelated concepts. Therefore, the activities are analyzed by considering the two of them as together. From this point of view, it can be said that the coursebook provides an adequate number of communicative activities whereas the variety of these activities are sufficient for improving communicative competence. As for the information gap activities, the coursebook does not contextualize most of them in real life situations whereas it provides opinion gap activities that require students interests, hobbies, likes, dislikes etc.

The activities in the coursebook are analyzed in terms of learner autonomy and learner-centeredness. However, neither the CEFR nor the curriculum defines the features of autonomous and learner-centred activities. In this sense, it is hard to state that the coursebook provides autonomous and learner-centred activities for students. On the other hand, when the coursebook is analyzed in terms of self-assessment, it is seen that there are not any activities for self-assessment. It is surprising because the curriculum obviously recommends self-assessment.

Table 4.28 Breeze Self-assessment Chart

How much do I know?				
	I can			
Listening	understand the main points of standard speech or radio programmes on social and work life.			
Spoken Interaction	deal with situations in social and work life.			
Spoken Production	discuss my opinions and plans briefly.			
Reading	understand texts that consist of topics related to social and work life.			
Writing	write personal letters or texts describing experiences and impressions.			

(Adopted from *Breeze 10*, p. 20)

Table 4.28 is adopted from the coursebook *Breeze 10*. The coursebook *Breeze* which was prepared according to the curriculum includes self-assessment charts at the end of each unit whereas *New Bridge to Success for Grade 9* does not such charts.

To sum up, the analysis of the coursebook shows that the coursebook does not promote plurilingualism, self-assessment and the use of the ELP. Moreover, it is also found that the coursebook provides limited activities for learning other cultures whereas there are no activities related to learning of the target language culture. Besides, the coursebook includes communicative activities, yet they lack variety. Furthermore, most of these activities intend for opinion gap activities whereas the information gap activities lack real life context. Lastly, as the features of activities related to learner autonomy and learner-centeredness are not defined in the curriculum and the CEFR, the activities are not analyzed in terms of these two concepts.

CHAPTER V

CONCLUSION

The CEFR, which was developed by the CoE as result of over 40 years of work on modern languages, is intended to overcome the barriers to communication among Europeans through setting some standards to teaching, learning and assessment of European languages (Council of Europe, 2001). Since 2002, the MONE has been trying hard to adopt some principles of the CEFR such as common reference levels, descriptors and the ELP along with such significant approach and concepts as communicative language teaching, learner autonomy and learner-centeredness that are necessary for better language teaching and learning process in EFL curricula for both primary and secondary schools. It is stated in the latest version of secondary school's EFL curriculum that that the criteria of the CEFR have adopted in the development process of the curriculum. In this sense, the study aims to analyze to what extent the EFL curriculum and the related course materials are appropriate to the CEFR. The course materials are required to be analyzed since they are prepared according to the curriculum, and thus reflect the curriculum in classroom environment. However, in order to analyze the curriculum and the course materials, the principles of the CEFR are needed to be defined so that both documents can be analyzed. The study is limited to the Anatolian High School's 9th grade EFL curriculum, the A2 level descriptors and analysis of only one coursebook, *New Bridge to Success for Grade 9*.

These documents were analyzed in the light of the research questions listed below;

- 1- What were the principles of the CEFR?
- 2- To what extent did the Anatolian High Schools' 9th grade EFL curriculum meet the principles of the CEFR?
- 3- To what extent did the Anatolian High Schools' 9th grade EFL course materials meet the principles of the CEFR?

Answers are sought to these research questions through employing document analysis method in this qualitative study. After defining the principles of the CEFR through multiple reading techniques, two instruments are developed to analyze both the curriculum and the related course materials.

The results of the analysis of the CEFR showed that were nine principles are defined and listed below as;

- Plurilingualism
- Pluriculturalism
- Communicative language teaching
- Task-based learning
- Interculturality
- Learner Autonomy
- Learner-centeredness
- Self-assessment
- The use of the ELP

When these principles were compared to Anatolian High Schools' curriculum it was seen that;

- 1- In general, the curriculum embraces 7 out of 9 principles of the CEFR which are communicative language teaching, task-based learning, learner-autonomy, learner-centeredness, self-assessment, interculturality and pluriculturalism whereas plurilingualism and the ELP are overlooked in the curriculum. However, these 7 principles are not harmonized equally. Communicative language teaching, task-based learning, learner-autonomy, learner-centeredness are prioritized whereas self-assessment, interculturality and pluriculturalism remain in the background.
- 2- The analysis of the gains for the five language skills shows that there is an unequal distribution in these gains. There are 38 gains for listening, 52 gains for spoken interaction, 37 gains for spoken production, 52 gains for reading and 56 gains for writing (235 gains in total). On the other hand, only 90 out of 235 gains match with the A2 level descriptors. In other words, 38.29% of the gains are appropriate for the A2 level descriptors.
- 3- The general analysis of the coursebook shows that there is an unequal distribution among the activities. In that sense, the coursebook mainly focuses on teaching grammar rules and vocabulary rather than teaching the five language skills since 30% of the activities in the coursebook are related to grammar rules and

vocabulary. However, the curriculum and the CEFR give equal importance to teaching the five language skills. Hence, the coursebook is not satisfactory enough to teach the five language skills especially the spoken interaction skill and the writing skill although there are more than 50 gains stated for both skills in the curriculum. Hence, the coursebook does not seem to be appropriate with the curriculum and the CEFR as well.

- 4- A detailed analysis of the activities shows that 168 out of 792 (21.21%) activities match with the A2 level descriptors. Furthermore, there is an unequal distribution among activities that match with the A2 level for the five language skills. The detailed analysis also shows that there are 32 listening activities out of 124, 11 spoken interaction activities out of 64, 64 spoken production tasks out of 149, 51 reading activities out of 134 and 31 writing activities out of 79 related to the relevant descriptors. Besides, there are 11 descriptors to which no activity is related whereas some activities accumulate in some of the descriptors for the language skills except for the writing skill. Therefore, although the coursebook provides numerous activities, the types of the activities are not varied, and the coursebook are not suitable for the A2 level.

- 5- The analysis of the coursebook in terms of the principles of the CEFR shows that the coursebook does not promote plurilingualism, self-assessment and the use of the ELP. Moreover, the coursebook does not provide any activities related to the culture of the target language whereas number of activities related to cultures of other countries is highly limited. Therefore, the coursebook is not satisfactory for pluriculturalism and interculturality. As for communicative language teaching and task-based learning, the coursebook provides activities for both information gap and opinion gap. However, information gap activities are not contextualized in real life situations. Lastly, the activities in the coursebook are not analyzed in terms of learner autonomy and learner-centeredness since these terms are not defined in both the curriculum and the CEFR.

In conclusion, although the curriculum seems to be coherent with the CEFR, a few of the gains in the curriculum for the five language skills match with the A2 level descriptors. The coursebook, on the other hand, are not suitable for the A2 level descriptors, not bear the

essential principles of the CEFR and above all it does not reflect the principles of the curriculum as well.

CHAPTER VI

IMPLICATIONS AND SUGGESTIONS

6.1 Implications for Practice

This study aimed to evaluate Anatolian High Schools' EFL curriculum and the related course materials in terms of the principles of the CEFR. In the light of the results some implications for the curriculum, the coursebook and the CEFR arise.

Plurilingualism is ignored in the curriculum. Moreover, self-assessment, interculturality and pluriculturalism are left in the background in the curriculum. It is likely that primary schools' and secondary schools' EFL curriculum will be changed in the following years. Therefore, the new curriculum should include plurilingual aspects and gains that refer to plurilingualism. In addition, self-assessment, interculturality and pluriculturalism should also be included in a more functionally and meaningful manner.

The study shows that the gains for the five skills are distributed in an even way. Additionally, some of the gains stated subtly whereas some focus on individuals' choices. Hence, the curriculum should involve clear, realistic and viable gains distributed evenly among the five skills.

As for the coursebook, the study shows that an unequal distribution of activities is seen in the coursebook, and there are too many activities focusing on grammar and vocabulary. Since the curriculum is based on communicative approach and the CEFR, the coursebook used by 9th grade students should reflect the curriculum. On the other hand, the activities in the coursebook are various although there are numerous activities. Additionally, most of the activities are not matched with the A2 level descriptors. Therefore, the coursebook that is studied should be revised substantially in order to serve for the principles of communicative approach, the CEFR.

As for the principles of the CEFR, the study shows that the coursebook does not reflect plurilingualism, self-assessment and the use of the ELP. Moreover, it provides limited activities for communicative language teaching and task-based learning. Therefore,

coursebooks to be used in Anatolian High Schools should be enriched in terms of these principles of the CEFR.

Lastly, the CEFR should be revised and become user-friendly. Some principles such as learner autonomy and learner-centeredness in it should be defined and explained clearly so that these principles can be considered while preparing activities for learners. Besides, the CEFR should also offer guidelines for grammar rules and vocabulary specific to the levels so that teachers know what rules and vocabulary need to be taught at each level. On the other hand, suitable themes to learners' ages and the levels should be provided so that teachers and coursebook writers know which themes can be used in which levels. Above all, descriptors should be revised. Although the descriptors reflect learners' needs, learners' ages are not differed in them, yet learners' needs can change according to age. Lastly, in-service education focusing on the CEFR should become widespread. Although the MONE regularly arranges seminars about the CEFR, it is difficult to say that most of English teachers in Turkey have yet understood the CEFR thoroughly.

6.2 Suggestions for Further Studies

Considering the aims and limitation of this study, some suggestions are offered for further studies. A similar study should be carried out for primary and secondary schools. Besides, the coursebooks that are still used should be studied in terms of the principles and gains of the current curriculum, and they should be also analyzed whether they are appropriate to the stated levels or not.

It is also suggested that how the current curriculum is applied in classrooms be investigated so that strengths and weaknesses of the curriculum can be identified.

In addition, since the CEFR is adopted in the curriculum, teachers' opinions on the CEFR should be investigated and the number and the quality of in-service education programs about the CEFR should be increased. On the other hand, both teachers' and students' opinions about the coursebooks should be investigated as well in order to since they are the ones who use them most frequently. Lastly, effectiveness of English courses should be studied from a practical perspective in relation to the theory and content related to the CEFR, and to related curriculum.

REFERENCES

Acar, A., "On EIL Competence", *English as an International Language Journal*, Vol.5 (2009), pp.11-26.

Albayrak, Y., İnci H., Ateş M., Samur Özbıçakçı S., Tuğ H.T., Kurt F., Ertürk F., *Breeze 10 Coursebook*, MEB., Ankara 2011.

Alderson J. C., & Huhta A., "The Development of a Suite of Computer-based Diagnostic Tests Based on the Common European Framework", *Language Testing*, Vol.22, No.3 (2005), pp.301-320.

Alderson J. C., Figueras N., Kuijper H., Nold G., Takala S., & Tardieu S., *The Development of Specifications for item Development and Classification within the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Reading and Listening*, Final Report of the Dutch CEF Construct Project, Strasbourg; Council of Europe, 2004.

Alderson J. C., Figueras N., Kuijper H., Nold G., Takala S., & Tardieu C., "Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference: The Experience of the Dutch CEFR Construct Project", *Language Assessment Quarterly*, Vol.3, No. 1, 2006, pp.3-30.

Arıkan A., "Topics of Reading Passages in ELT Coursebooks: What do our Students Really Read?", *Reading Matrix*, Vo.8, No.2 (2008), pp.70-85.

Arıkan A., "Problems with Coursebooks in EFL Classrooms: Prospective Teachers' Opinions", *EKEV Academic Review*, Vol.38 (2009), pp.309-317.

Arıkan A., "A Small-scale Study of Primary School Teachers' Classroom Activities and Problems", *2nd International Conference on New Trends in Education and Their Implications (ICONTE 2011)*, 2011, Antalya, Turkey.

Aytuğ S., *An EFL Textbook Evaluation Study in Anatolian High Schools: New Bridge to Success for 9th Grade New Beginners*, MA Thesis, Ankara: Bilkent University, 2007.

Bayral A., Albayrak A. P., Pınar A., Akbulut D., Alparsan F., Yıldırım F., Aksu F., Baydar F., & İnci H., *New Bridge to Success for Grade 9*, Kelebek Matbaacılık, İstanbul, 2010.

Boldizsar G., *An Introduction to the Current European Context in Language Teaching*, Strasbourg: Council of Europe, Retrieved July 12, 2010 from:
<http://www.ecml.at/documents/pub21E2003Boldizsar.pdf>

Breidbach S., *Plurilingualism, Democratic Citizenship in Europe and the Role of English*, Strasbourg: Council of Europe. 2003.

Brown J.D., *The Elements of Language Curriculum*, Heinle & Heinle Publishing, Massacusetts, 1995.

Büyükduman, F. İ., "The Opinions' of Elementary Schools English Teachers on the English Curriculum for Elementary Schools.", *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, No. 28 (2005), pp.55-64.

Byram M., *Multicultural Societies, Pluricultural People and the Project of Intercultural Education*, Strasbourg: Council of Europe, 2009.

Byram M., Gribkova B., & Starkey H., *Developing Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers*, Strasbourg: Council of Europe, 2002.

Cohen L., Manion L., Morrison K., *Research Methods in Education*, USA: Routledge, 2007.

Council of Europe, *European Language Portfolio (ELP): Principles and Guideline*, Strasbourg: Council of Europe, 2000.

Council of Europe, *Common European Framework of Reference for Languages: Learning Teaching, Assessment*, Cambridge University Press, Cambridge, 2001.

Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Case studies*, Strasbourg: Council of Europe, 2002a.

Council of Europe, *European Framework of Reference for Languages: Learning Teaching, Assessment: A Guide for Users*, Strasbourg: Council of Europe, 2002b.

Council of Europe, *Common European Framework of Reference for Languages and the Development of Language Policies: Challenges and Responsibilities*, Strasbourg: Council of Europe, 2007.

Council of Europe (n.d.). Retrieved March 4, 2012 from: http://www.coe.int/t/dg4/education/minlang/aboutcharter/default_en.asp

Council of Europe (n.d.). Retrieved March 8, 2012 from: http://www.coe.int/t/dg4/linguistic/Division_EN.asp#TopOfPage

Cuningsworth, A., *Choosing Your Coursebook*, Oxford: Heinemann Publications, 1995.

Dağ A., *Assessing Turkish Students' Performance in English as a Foreign Language at Secondary Level within the Common European Framework*, MA Thesis, Çanakkale: 18 Mart University, 2008.

Davidson F. & Fulcher G., “The Common European Framework of Reference (CEFR) and the Design of Language Tests: A Matter of Effect”, *Language Teaching*, Vol.40 (2007), pp.231-241.

Demirel Ö., *Yabancı Dil Öğretimi*, Pegem Yayıncılık, Ankara, 2003.

Doğan Z. Y., Avrupa Birliği Ortak Dil Çerçevesi Programının Milli Eğitim Bakanlığı İlköğretim Okullarında Yabancı Dil (İngilizce) Dersi Öğretiminde Uygulanabilirliği, MA Thesis. İstanbul: Yıldız Teknik University, 2007.

Eisner D., “Developing Multiliteracies, Plurilingual Awareness & Critical Thinking in the Primary Language Classroom with Multilingual Virtual Talkingbooks”, *Encuentro*, Vol. 20 (2011), pp.27-38.

Eisner E. W., *The Educational Imagination: On the Design and Evaluation of School Programs*, Merrill Prentice Hall, New Jersey, 2002.

Ekşi, G., A Suggested Syllabus for the ELT Preparatory Students at Gazi University in Accordance with CEF B2 (Vantage) Level. PhD Dissertation, Gazi University, Ankara, 2008.

European Charter for Modern Languages (n.d.). Retrieved February 3, 2012 from: <http://www.ecml.at/Aboutus/Overview/tabid/172/language/en-GB/Default.aspx>

European Language Porfolion. (n.d.). Retrieved December 12, 2011 from: <http://www.coe.int/t/dg4/education/elp/>

European Higher Education Area (EHEA). (n.d.). Retrieved February 23, 2012 from: <http://www.ehea.info/article-details.aspx?ArticleId=73>

Ezici I. Ç., Evaluation of the EFL Textbook *New Bridge to Success 3* from the Perspectives of Teachers and Students. MA Thesis. Ankara: Middle East Technical University, 2006.

Figueras N., North B., Takala S., Verhelst N. and Avermaet, P. V., “Relating Examinations to the Common European Framework: A Manual”, *Language Testing*. Vol.22, No.3 (2005), pp.261-279.

Fitzpatrick J. L., Sanders J. R.&Worthen B. R., *Program Evaluation: Alternative Approaches and Practical Guideline*, Pearson Education Inc., Boston, 2004.

Fulcher G., “Deluded by Artifices? The Common European Framework and Harmonization”, *Language Assessment Quarterly*, Vol.1, No.4 (2004), pp.253-266.

Gay L. R., Milles G. E., Airasian P., *Educational Research: Competencies for Analysis and Applications*, Pearson, USA, 2009.

Gilbert R., A, “Framework for Evaluating the Doctoral Curriculum”, *Assessment and Evaluation in Higher Education*, Vol.29, No.3 (2004), pp.299-309.

Goullier F., *Council of Europe Tools for Language Learning: Common European Framework and European Language Portfolio*, Didier, Paris, 2007.

Grant N., *Making the most of Your Textbook*, Longman, Harlow, 1987.

Gülcan M. G., *Avrupa Birliği ve Eğitim*, Anı Yayıncılık, Ankara, 2005.

Harmer J., *The Practice of English Language Teaching*, Longman, London, 2007.

Hasselgreen A., *Bergen ‘Can-do’ Project*, Strasbourg: Council of Europe, 2003.

Henderson J. G., & Hawthorne R. D., *Transformative Curriculum Leadership*, Prentice-Hall Inc., New Jersey, 2000.

Henson K. T., *Curriculum Development for Education Reform*, Longman, New York, 1995.

Heyworth F., "The Common European Framework", *ELT Journal*, Vol.60, No.2 (2006), pp.181-183.

Hutchinson T., "What's Underneath?: an Interactive View of Materials Evaluation", In Sheldon L. E. (Eds.). *ELT Textbooks and Materials: Problem in Evaluation and Development. ELT Documents*, Vol.126, pp. 37-44, Modern English Publications, London, 1987.

Inal B., "Coursebook Selection Process and some of the most Important Criteria to be Taken into Consideration in Foreign Language Teaching", *Çankaya Üniversitesi Fen-Edebiyat Fakültesi Journal of Art and Science*, Vol.5 (2006), pp.19-29.

Jones N., & Saville N., "European Language Policy: Assessment, Learning and the CEFR", *Annual Review of Applied Linguistics*, Vol.29 (2009), pp.51-63.

Karababa C. & Saraç-Süzer S., "Practitioners' Evaluation on the Procedural Aspects of an English Language Portfolio", *Journal of College Teaching and Learning*, Vol.7, No.3 (2010), pp.13-18.

Karababa C., Serbes I., Şahin A. F., "Evaluation of the Textbook Breeze in Terms of the A2 Level Criteria Determined in the European Language Portfolio", *Novitas-ROYAL*, Vol.4, No.2 (2010), pp.251-263.

Karaçalı A., "Talim ve Terbiye Kurulu Başkanı Prof. Dr. Ziya Selçuk'la Söyleşi", *Bilim ve Aklın Aydınlığında Eğitim Dergisi*, No.55 (2004), pp.23-27.

Kohonen V., *Developing the European Language Portfolio as a Pedagogical Instrument for Advancing Student Autonomy*, Strasbourg: Council of Europe, 2003.

Kozhemyakov A., "The European Charter for Regional or Minority Languages: Ten Years of Protecting and Promoting Linguistic and Cultural Diversity", *Museum Journal*, Vol.60, No.3 (2008), pp.26-36.

Larsen-Freeman D., *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 2010.

Leech G. N., *Principles of Pragmatics*, Longman, USA, 1983.

Lenz P. & Schneider G., *Introduction to the Bank of Descriptors for Self-assessment in European Language Portfolios*, Fribourg: Council of Europe, 2004.

Little D., "The Common European Framework and the European Language Portfolio: Involving Learners and Their Judgements in the Assessment Process", *Language Testing*, Vol.22, No.3 (2005), pp.321-336.

Little D., "The Common European Framework of Reference for Languages: Content, Purpose, Origin, Reception and Impact", *Language Teaching*, Vol.39 (2006), pp.167-190.

Little D., "Language Learner Autonomy and the European Language Portfolio: Two L2 English Examples", *Language Teaching*, Vol.42, No.2 (2009), pp.222-233.

Little D., "The Common European Framework of Reference for Languages: A Research Agenda", *Language Teaching*, Vol.44, No.3 (2011), pp.381-393.

Littlewood W., *Communicative Language Teaching: An Introduction*, Cambridge University Press, United Kingdom, 2002.

Luoma S., *Assessing Speaking*, Cambridge University Press., United Kingdom, 2009.

Mansilla P. U. & Riejos A. M. R., “The European Framework of Languages: A Piloting Sample of Cross-curricular Strategy”, *Higher Education in Europe*, Vol.32, No.2 (2007), pp.193-202.

McDonough Jo. & Shaw C., *Materials and methods in ELT*, Blackwell, Oxford, 2003.

Cumhuriyet Döneminde Türk Milli Eğitim Sistemindeki Gelişmeler, Ministry of National Education, Directorate of Strategy Development, Ankara, 2010.

Anatolian High School English Language Program, Ministry of National Education, National Board of Education, Ankara, 2002.

Moreno J., *Brief Information: the Common European Framework of Trainers*, Strasbourg: Council of Europe, 2003.

Morrow K., *Insights from the Common European Framework*, Oxford University Press., Oxford, 2004.

North B., “The Development of a Common Framework Scale of Descriptors of Language Proficiency Based on a Theory Measurement”, *System*, Vol. 23, No.4 (1995), pp.445-465.

North B., (2004), Europe’s Framework Promotes Language Discussion, not Directives. *Education Guardian* [online edition]. Retrieved May 22, 2011, from: <http://education.guardian.co.uk/tefl/story/0,5500,1191130,00.html>

Nunan D., *Syllabus Design*, Oxford University Press., New York, 1988a.

Nunan D., *Designing Tasks for the Communicative Classroom*, Cambridge University Press., New York, 1989.

Nunan D., *The Learner-centered Curriculum*, (6th Ed.) New York, Cambridge University Press, 1993.

Nunan D., *Task-based Language Teaching*., Cambridge University Press, New York, 2004.

Oliva P. F., *Developing the Curriculum*, Longman, New York, 1997.

Öztürk E., *An Assessment of High School Biology Curriculum Implementation*, Doctoral Dissertation, METU, Ankara. 2003.

Popham W. J., *Educational Evaluation*, Englewood Cliffs, NJ: Prentice-Hall, 1975.

Portelli J. P., "Perspectives and Imperatives on Defining Curriculum", *Journal of Curriculum and Supervision*, Vol.2, No.4 (1987), pp.354-367.

Pratt D., *Curriculum Design and Development*, Harcourt Brace Jovanovich, New York, 1980.

Prettenthaler-Ziegerhofer A., "A Stopover on the Way to a United Europe: On the Creation of the Council of Europe", In R. Kicker (Ed.), *Council of Europe: Pioneer and Guarantor for Human Rights and Democracy* (pp. 9-14) Strasbourg: Council of Europe, 2010.

Purpura J., *Assessing Grammar*, Cambridge University Press., United Kingdom, 2005.

Read J., *Assessing Vocabulary*, Cambridge University Press., United Kingdom, 2000.

Richards J. C. & Rodgers T. S., *Approaches and Methods in Language Teaching*, Cambridge University Press., New York, 2006.

Richards, J. C., *Curriculum Development in Language Teaching*, Cambridge University Press., New York, 2005.

Ryan, G. W. & Bernard, H. R. (no date). Techniques to identify themes in qualitative data. Retrieved March 10, 2012 from: http://www.analytictech.com/mb870/Readings/ryanbernard_techniques_to_identify_themes_in.htm

Sanders J. R., *Evaluating School Programs: an Educator's Guide*, CA: Corwin Press., Newbury Park, 1992.

Sarıca Ö. K., An Analysis of the Language Levels of the 8th Graders in State Primary Schools in Turkey According to the Common European Framework Criteria and Content, MA Thesis, Denizli: Pamukkale University, 2009.

Savignon S. J., *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*, Yale University Press., USA, 2002.

Saylor G., Alexander W. & Lewis A., *Curriculum Planning for Better Teaching and Learning*, Rinehart and Winston, USA, 1961.

Schneider, G. & Lenz P., *European Language Portfolio: Guide for Developers*, Strasbourg: Council of Europe, 2001.

Scriven M., "The Methodology of Evaluation", In R. E. Stake (Eds.), *Curriculum Evaluation, American Educational Research Association Monograph Series on Evaluation*, No.1, Rand McNally, Chicago, 1967.

Seidhofer B., “English as a Lingua Franca”, *ELT Journal*, Vol.59, No.4 (2005), pp.329-341.

Serbest F., “Avrupa Birliđi Yüksek Öğretim Programı Erasmus ve Türkiye’nin Katılımı”, *Ankara Avrupa Çalışmaları Dergisi*, Vol.4, No.2 (2005), pp.105–123.

Sezgin G., An Exploratory Study of Curricular Change in an EFL Context, MA Thesis, Ankara: Bilkent University, 2007.

Sheldon L. E., *ELT Textbooks and Materials: Problems in Evaluation and Development*, Modern English Publications and the British Council, London, 1987.

Tebliğler Dergisi, Vol. 2507, December 1999.

Tekir S. & Arıkan A., “An Analysis of English Language Teaching Coursebooks by Turkish Writers: *Let’s Speak English 7 Example*”, *International Journal of Human Sciences*, Vol.4, No.2 (2007), pp.1-18.

Terzi Ç., Uyum Sürecinde Türkiye Eğitim Politikalarının Avrupa Birliđi Politikaları Doğrultusunda Deđerlendirilmesi, PhD Dissertation, Anadolu University, Eskişehir, 2005.

The Ministry of National Education, *Orta Öğretim Kurumları İngilizce Dersi Programı*, MEB., Ankara, 2011.

The Ministry of National Education, *İlköğretim Kurumları İngilizce Dersi Programı*, MEB., Ankara, 2006.

Tok H., Arıbař. S., “Avrupa Birliđi’ne Uyum Sürecinde Yabancı Dil Öğretimi”, *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, Vol.9, No.15 (2008), pp.205–227.

Tosun B., Avrupa Birliđi Ortak Dil Çerçevesi Programının Milli Eğitim Bakanlıđı Anadolu Liselerinde Yabancı Dil Olarak İngilizce Dersi Öğretiminde Uygulanabilirliđi, MA Thesis. Yıldız Teknik University, İstanbul, 2007.

Turan T., “Öğrenen Toplumlara Doğru Avrupa Birliđi Eğitim Politikalarında Yaşam Boyu Öğrenme”, *Ankara Avrupa Çalışmaları Dergisi*, Vol.5, No.1 (2005), pp.87–98.

Tuzcu, G. (2006). *Eğitimde Vizyon 2023 ve Avrupa Birliđine Geçiş Süreci*, Retrieved January1, 2012 from:

<http://portal.ted.org.tr/yayinlar/EgitimdeVizyon2023veAvrupaBirligineGirisSureci.PDF>

Ur P., *A Course in Language Teaching*, Cambridge University Press., Cambridge, 1998.

Van Ek J. A. & Trim J. L. M., *Threshold 1990*, Cambridge University Press., United Kingdom, 1990.

Weir C. J., “Limitations of the Common European Framework for Developing Comparable Examinations and Tests”, *Language Testing*, Vol.22, No.3 (2005), pp.281-300.

Weir C. & Roberts, J., *Evaluation in ELT*, Blackwell, Oxford, 1994.

White R. V., *The ELT Curriculum: Design, Innovation and Management*, Blackwell, Oxford, 1988.

Winkler H., “The Council of Europe and the Integration of Eastern European States in Europe”, In R. Kicker (Ed.), *Council of Europe: Pioneer and Guarantor for Human Rights and Democracy*, pp. 9-14, Strasbourg: Council of Europe, 2010.

Worthen B. R. & Sanders J. R., *Educational Evaluation Theory and Practice*, OH: Charles A. Jones, Worthington, 1973.

Yanık A. E., “Primary Schools English Teachers’ Perceptions of the English Language Curriculum of 6th, 7th and 8th Grades”, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, No. 35 (2008), pp.123-134.

Yel A., Evaluation of the Effectiveness of English Courses in Sivas Anatolian High School, Unpublished master’s thesis, Middle East Technical University, Ankara, 2009.

Yiğit C., Avrupa Diller için Ortak Başvuru Çerçevesi ile İlköğretim 6. Sınıf İngilizce Programının Karşılaştırılmalı Analizi, MA Thesis, Gaziantep University, Gaziantep, 2010.

Yıldırım A. & Şimşek H., *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*, Seçkin Yayıncılık, Ankara, 2006.

Yule G., *Pragmatics*, Oxford University Press., United Kingdom, 1996.

APPENDICES
APPENDIX 1
THE A2 LEVEL CHECKLIST

A2 Listening Descriptors	Activity Number
I can understand daily conversations if they are spoken clearly, slowly and directly.	
I can identify the main topic of a discussion when people speak slowly and clearly.	
I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.	
I can comprehend the main topic in simple short messages and announcements.	
I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.	
I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.	

A2 Spoken Interaction Descriptors	Activity Number
I can make simple transactions in post offices, shops or banks.	
I can use public transport: buses, trains and taxis, ask for basic information and buy tickets.	
I can get information about the travel that I will do.	
I can order something to eat and drink.	
I can make simple purchases by stating what I want and asking the price.	
I can ask for and give directions by referring to a map or plan.	
I can make and respond to invitations.	
I can discuss with other people what to do, where to go and make arrangements to meet.	
I can ask people questions about what they do at work and in free time and answer such questions addressed to me.	

A2 Spoken Production Descriptors	Activity Number
I can talk about myself and my family and describe them.	
I can give basic descriptions of events.	
I can describe my educational background, my present or most recent job.	
I can describe my hobbies and interests in a simple way.	
I can describe past activities such as last week or my last holiday.	

A2 Reading Descriptors	Activity Number
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.	
I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life.	
I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early.	
I can find the most important information on leisure time activities, exhibitions, etc. In information leaflets.	
I can comprehend information in advertisements such as size and price.	
I can understand simple user's instructions for equipment such as public telephones.	
I can understand feedback messages or simple help indications in computer programmes.	
I can understand short texts dealing with topics, which are familiar to me if the text is written in simple language.	

A2 Writing Descriptors	Activity Number
I can write short simple notes and messages.	
I can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened.	
I can write about aspects of my everyday life in simple sentences such as job, school, family, hobbies.	
I can fill in a form giving an account of my educational background, my job, my interests and my specific skills.	
I can briefly introduce myself in a letter including my family, school, job and hobbies with simple phrases and sentences.	
I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.	
I can write simple sentences by connecting them with words such as "and", "but", "because".	
I can use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events.	

APPENDIX 2
SECONDARY SCHOOLS EFL CURRICULUM
THE A2 LEVEL GAINS FOR 9th GRADE

ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9. SINIF ORTAK KAZANIMLARI ()**
ÖĞRENME ALANLARI

A2 DİNLEME	KONUŞMA	OKUMA	YAZMA
<p>1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder.</p> <p>2. Görü kurallarına ve kültürel değerlere (evrensel, milli, manevi, kültürel, ahlaki, sosyal vb.) uygun dinler.</p> <p>3. Dinlediklerinde geçen bilmediği sözcüklerin anlamlarını araştırır.</p> <p>4. Dinlediklerinde anlatılanlara değer verir.</p> <p>5. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.</p> <p>6. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.</p>	<p>1. Konuşmalarında beden dilini kullanır.</p> <p>2. Görü kurallarına ve değerlere (evrensel, milli, manevi, kültürel, ahlaki, sosyal vb.) uygun konuşur.</p> <p>3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.</p> <p>4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır</p> <p>5. Sözcükleri türlerine ve işlevine uygun kullanır.</p> <p>6. Sözcükleri doğru telaffuz eder.</p> <p>7. Kendine güvenerek konuşur.</p> <p>8. Basit cümle yapılarını doğru kullanır.</p> <p>9. Konuşmalarında vurgu ve tonlamalara dikkat eder.</p> <p>10. Anlamadıklarına ilişkin açıklama isteğini kalıp ifadeler kullanarak belirtir.</p> <p>11. Farklı durumlara göre söz varlığını geliştirerek kendini ifade eder.</p> <p>12. Duyduğu ve okuduğu basit cümleleri aktarır.</p> <p>13. Akıcı konuşur.</p> <p>14. Konu dışına çıkmadan konuşur.</p>	<p>1. Bilmediği sözcüklerin anlamlarını araştırır.</p> <p>2. Sesli okumada vurgu ve tonlamalara dikkat eder.</p> <p>3. Okuduğu sözcükleri doğru telaffuz eder.</p> <p>4. Okuduklarında geçen bilmediği sözcüklerin anlamını tahmin eder.</p> <p>5. Ön bilgilerini kullanarak okuduğunu anlamlandırır.</p> <p>6. Noktalama işaretlerini dikkate alarak okur.</p> <p>7. Akıcı okur.</p> <p>8. Not alarak okur.</p> <p>9. Serbest okuma yapar</p>	<p>1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.</p> <p>2. Yazılarında yazım kurallarını uygular.</p> <p>3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.</p> <p>4. Yazılarında nezaket ifadelerini kullanır.</p> <p>5. Anlamlı ve kurallı cümleler yazar.</p> <p>6. Günlük ihtiyaçlarını karşılamak için sözcükleri yerinde ve anlamlarına uygun kullanır.</p> <p>7. Sözcükleri türlerine ve işlevine uygun kullanır.</p> <p>9. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.</p> <p>10. Konu dışına çıkmadan yazar.</p> <p>11. Mantıksal bütünlük içinde yazar.</p> <p>12. Yazılarında basit dil yapılarını ve temel dil işlevlerini kullanır.</p> <p>13. Duyduğu ve okuduğu basit cümleleri yazılı olarak aktarır.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara-Temel Gereksinim Düzeyi Ortak Kazanımları

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA		YAZMA
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	
<p>1. Basit, açık ve anlaşılır gündelik konuşmaları takip eder.</p> <p>2. Açık ve anlaşılır bir şekilde gerçekleştirilen konuşmaları genel hatlarıyla anlar.</p> <p>3. İlgilendiği konulardaki yavaş ve net konuşmaların konusunu belirler.</p> <p>4. Dinlediklerindeki/ izlediklerindeki basit, açık ve anlaşılır bilgiyi belirler.</p> <p>5. Dinlediklerinde geçen kişisel ihtiyaçları ile ilgili basit ifadeleri ve sorulan soruları ayırt eder.</p> <p>6. Kısa mesaj ve kayıtlı duyurulardaki öğeleri belirler.</p> <p>7. Dinlediklerinde belirtilen hobilerle ilgili ifadeleri belirler.</p>	<p>1. Gündelik ilişkilerin gerektirdiği farklı durumlara uygun konuşur.</p> <p>2. Basit düzeyde açık ve anlaşılır telefon görüşmesi yapar.</p> <p>3. Kişisel ihtiyaçlarını basit ifadelerle belirler.</p> <p>4. Bilgi vermek amacıyla konuşur.</p> <p>5. Bildiği konularda sorulan soruları cevaplamaktan zevk alır.</p> <p>6. Basit ve somut yönergeler verir.</p> <p>7. Konuşmalarında gündelik hayattan örnekler verir.</p>	<p>1. Konuşmalarında kendi görüşünü belirtir.</p> <p>2. Konuşmalarında tercihlerini belirtir.</p> <p>3. Bilgi vermek amacıyla duyuru yapar.</p> <p>4. Kısa sözlü mesajlar verir.</p> <p>5. Hobilerini ve ilgilerini açıklar.</p>	<p>1. Uslularası ortak ifadeler /sözcükler ve sıklıkla tekrar eden ifadeleri/sözcükleri içeren kısa ve basit metinleri anlamlandırır.</p> <p>2. Şekil, sembol ve işaretlerin anlamlarını bilir.</p> <p>3. Gerekli bilgiyi bulmak amacıyla göz gezdirerek okur.</p> <p>4. Basit yazılı metinlerdeki gerekli bilgileri bulur.</p> <p>5. Kısa, basit yönergeleri uygular.</p> <p>6. Görsellerden yararlanarak okuduğunu anlamlandırır.</p> <p>7. Kısa yazılı mesajların anlamını kavrar.</p> <p>8. Okuduklarına ilişkin soruları cevaplar.</p> <p>9. Okuduklarında belirtilen hobileri ayırt eder.</p>
			<p>1. Yazılarında kendi yaşantısından ve günlük hayattan örnekler verir.</p> <p>2. Not alır.</p> <p>3. Liste oluşturur.</p> <p>4. Kısa diyaloglar yazar.</p> <p>5. Kısa mesajlar yazar.</p> <p>6. Formları yönergelerine uygun doldurur.</p> <p>7. Bilgi almak amacıyla sorular yazar.</p> <p>8. Bildiği konular hakkında sorulan sorulara cevap yazar.</p> <p>9. Bilgi vermek amacıyla yazar.</p> <p>11. Hobileri ve ilgililerine ilişkin yazar.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara/Temel Gereksinim Düzeyi Kazanımları

(***) A.2.1.1

ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI () ve AÇIKLAMALARI**

ÖĞRENME ALANLARI

DİNLEME	KONUŞMA		SÖZLÜ ANLATIM	OKUMA	YAZMA
	KARŞILIKLI KONUŞMA	AÇIKLAMALAR			
<p>1. Selamlaşma, hitap etme, vedalaşma, tanışma vb.</p> <p>2. İlgilendiği ya da bilgi sahibi olduğu konularda hedef dilin konuşmacıları arasındaki konuşma</p> <p>3. TV, DVD gibi dinleme araçları aracılığıyla hedef dil konuşmacıları arasındaki konuşmaları içeren, sınıf içi çalışmalar için düzenlenmiş, kaydedilmiş konuşmalar kullanılabilir.</p> <p>4. Televizyon yayınlarında görsel materyallerle sunulan olaylar, kazalar, reklamlar gibi.</p> <p>5. Alışverişte, restoranda vb. geçen ifade ve sorular kullanılabilir.</p> <p>6. Telefondaki mesajlar, tren istasyonlarındaki anonslar, duyurular vb.</p>	<p>1. selamlaşma, hitap etme, vedalaşma, tanışma vb.</p> <p>2. Telefon bağlantırma, başka bir numaradan aratma vb.</p> <p>4. Yapılacaklar ve gidilecek yer hakkında konuşma, yol tarif etme, miktar, sayı ve fiyat belirtme.</p> <p>5. Öğrencilerin bildiği konularda sorulacak sorular hava durumu, hobiler, evcil hayvanlar, müzik, spor vb. konulardan seçilebilir.</p> <p>(!) Eğer tekrarını isteyebilirse ve cevabını oluşturmada biraz yardım alabilirse açık ve takip edici soruları cevaplandırılmaları istenebilir.</p> <p>(!) Soruların ve cevapların basit düzeyde olmasına dikkat edilmelidir.</p> <p>6. Harita ya da plan kullanılarak bir yere nasıl gidileceğini vb. tarif etme</p>	<p>2. Örneğin; tercih ettiği menüyü</p> <p>3. bildik konularda üzerinde daha önce çalışılmış kısa duyurular yapma,</p> <p>4. Telefonda verilen kısa mesajlar gibi.</p>	<p>2. sokak, restoran, tren istasyonu vb. kamuya açık yerlerdeki yönlendirmeler, talimatlar, uyarılar vb.</p> <p>3. gazeteden sarı sayfalar vb.</p> <p>4. Sayılar, isimler, görseller ve başlıklara dayalı kısa, basit mektup, dergi, broşür ve gazete makaleleri vb.</p> <p>5. Günlük yaşamda sıkça kullanılan aygıtların (telefon, ATM, bilgisayar, otomatik bilet alma cihazı vb) kullanımını ile ilgili görsellerle desteklenen yönergeleri uygulama.</p> <p>6. Resim, şekil vb.den yararlanarak kitap, broşür, ambalaj vb. okuma</p>	<p>1. okul yaşamı, günlük işleri ve gündel konular.</p> <p>2. acil kişisel ihtiyaçlarına ilişkin kısa ve basit notlar.</p> <p>3. Ürünün niteliği, fiyatı, teslim tarihi ile ilgili bilgileri belirtmesi istenebilir.</p> <p>5. SMS, e-mail, kartpostal vb.</p> <p>6. İ. İnternet üzerinden etkileşimli form doldurma,</p> <p>İİ. Kişisel bilgilere ilişkin formlar</p> <p>8. Öğrencilerin bildiği konularda sorulacak sorularda hava durumu, hobiler, evcil hayvanlar, müzik, spor vb. konulardan seçilebilir.</p> <p>9. Yaşadığı yeri ve oraya nasıl gidileceğini vb. anlatma.</p>	

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara/ Temel Gereksinim Düzeyi Kazanımları

(***) A 2.1.1

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI

DİNLEME	KONUŞMA		SÖZLÜ ANLATIM	OKUMA	YAZMA
	KARŞILIKLI KONUŞMA				
<p>1. Dinlediklerinde /izlediklerinde değişen konuları belirler.</p> <p>2. Dinlediklerinde, kendisi, ailesi ve çevresi hakkındaki ifadeleri belirler</p> <p>3. Dinlediklerinin ana fikrini belirler.</p> <p>4. Dinlediklerinde ne, nerede, ne zaman, nasıl, niçin, kim (5N1K) sorularına cevap arar.</p> <p>5. Dinlediklerinde verilen tarifleri belirler.</p> <p>6. Dinlediklerinde ilgi alanlarına yönelik günlük hayatta sık kullanılan sözcük ve sözcük gruplarını fark eder.</p>	<p>1. Konuşmalarında yaşantısından ve günlük hayattan örnekler verir.</p> <p>2. Bilgi almak amacıyla sorular sorar.</p> <p>3. Kabul veya reddettiğini ifade eder.</p> <p>4. İhtiyaç duyduğu konularda taleplerini belirtir.</p> <p>5. Günlük alışkanlıkları hakkında konuşur.</p> <p>6. Duygu, düşünce ve tutkularını sözlü olarak ifade eder.</p> <p>7. Kendisi, ailesi ve çevresine ilişkin konuşur.</p> <p>8. Okuduğu kısa basit hikâyeleri sözlü olarak anlatır.</p>	<p>1. Konuşmalarında kendi görüşünü belirtir.</p> <p>2. Kısa ve basit sunu yapar.</p> <p>3. Sorular sorar.</p> <p>4. Sorulan sorulara cevap verir.</p> <p>5. Hoşlanıp hoşlanmadıkları hakkında konuşur.</p> <p>6. Günlük iş (uğraşları) ve alışkanlıkları hakkında konuşur.</p> <p>7. Konuşmalarında karşılaştırmalar yapar.</p> <p>8. Bilgi vermek amacıyla konuşur.</p> <p>9. Konuşmalarını görsellerle destekler.</p>	<p>1. Kısa, basit hikâyeler okur.</p> <p>2. Kısa, basit hikâyeler okumaya istek duyar.</p> <p>3. Kısaltmaları anlamlandırır.</p> <p>4. Okuduğunun ana fikrini belirler.</p> <p>5. Okuduklarında ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.</p> <p>6. Okuduklarına ilişkin karşılaştırmalar yapar.</p> <p>7. Okuduklarında değişen konuları belirler.</p>	<p>1. Hoşlanıp hoşlanmadıkları hakkında yazar.</p> <p>2. Kısa metinler yazar.</p> <p>3. Günlük alışkanlıkları hakkında yazar.</p> <p>4. Yazısına uygun başlık belirler.</p> <p>5. Yazılarında ana fikre yer verir.</p> <p>6. Okuyuculardan gelen dönütler doğrultusunda yazısını yeniden düzenler.</p> <p>7. Yazılarında karşılaştırmalar yapar.</p> <p>8. Kendisi, ailesi ve çevresine ilişkin yazar.</p> <p>9. Yazılarında bildiği kısaltmaları kullanır.</p> <p>10. Duygu, düşünce ve tutkularını yazılı olarak ifade eder.</p>	

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara/ Temel Gereksinim Düzeyi Kazanımları

(***) A 2.1.2

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA		YAZMA
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	
AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR
<p>2. Kişisel ve aile bilgileri, yaşadığı yer, okul vb. ifadeler kullanılabilir.</p> <p>3. Seviyeye uygun metinlerden örnekler verilebilir.</p> <p>5. Otobüste veya yürüyerek bir yerden bir yere gitme vb. tarifler kullanılabilir.</p> <p>6. Müzik dinleme, sinemaya gitme gibi hobiler ve sosyal yaşamlarla ilgili sözcük ve sözcük grupları kullanılabilir.</p>	<p>1. Okul yaşamı, günlük işleri ve güncel konular vb. ile ilgili</p> <p>2. yön sorma, bilet alma, dükkanda alışveriş yapma, miktar, sayı, fiyat sorma vb.</p> <p>3. Özur dileme, davet etme ve öneride bulunma durumlarına karşılık verme.</p> <p>4. alışılmış durumlar veya günlük durumlarla ilgili ihtiyaçlar</p> <p>7. kişi, nesne, yer vb. karşılaştırmalar yapılabilir.</p>	<p>2. Bildiği bir konuda yapılan kısa ve önceden hazırlanarak yapılan sunu.</p> <p>3-4. Öğrencinin yaptığı sunuyla ilgili kendisine yöneltilen sorulara cevap verebilmek için; anlamadığı soruların tekrarını istemesi ve yardım alarak cevaplaması istenebilir.</p> <p>5. Müzik, spor, yemek vb.</p> <p>7. kişi, nesne, yer vb. karşılaştırmalar yapılabilir.</p> <p>9. Örneğin; öğrenciden hobilerini ve ilgilerini anlatırken görsellerle desteklemesi istenebilir.</p>	<p>2. ailesi, yaşam koşulları, eğitimi, yaptığı işlerle ilgili vb.</p> <p>7. Kişi, nesne, yer vb.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2-Ara/ Temel Gereksinim Düzeyi Kazanımları

(***) A.2.1.2

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA		OKUMA
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	
<p>1. Dinlediği şiirin ana duygusunu belirler.</p> <p>2. Dinledikleri ile ilgili çıkarımlar yapar.</p> <p>3. Yavaş ve net bir şekilde okunan/anlatılan kısa ve basit hikâyelerdeki olayları takip eder.</p> <p>4. Kısa ve basit hikâyeleri dinlemekten zevk alır.</p> <p>5. Dinlediklerine ilişkin karşılaştırmalar yapar.</p> <p>6. Şiir dinlemekten zevk alır.</p> <p>7. Dinlediklerinin konusunu belirler.</p> <p>8. Dinlediklerindeki betimleme ifadelerini ayırt eder.</p>	<p>1. Konuşmalarda kendi görüş ve önerilerini belirler.</p> <p>2. Bilgi almak amacıyla görüşmeler yapar.</p> <p>3. Karşılıklı konuşmaları başlatır.</p> <p>4. Geleceğe ilişkin planlarını açıklar.</p> <p>5. Basit düzeyde açık ve anlaşılır olarak gerçekleştirilen konuşmaya katılmaya istek duyar.</p> <p>6. Bilindiği konularda yapılan açık ve anlaşılır konuşmalara katılır.</p> <p>7. Dilek, istek, beğeni ve şikâyetlerini ilgili kişilere bildirir.</p> <p>8. Konuşmalarında sebep-sonuç ilişkileri kurar.</p> <p>9. Dinledikleri/okuduklarının konusunu açıklar.</p>	<p>1. Basit ve bildiği konularda konuşmaktan zevk alır.</p> <p>2. Bilgi sahibi olduğu konularda soru sormaya istek duyar.</p> <p>3. Bilgi sahibi olduğu konularda sorulan sorulara cevap vermekten zevk alır.</p> <p>4. Geçmiş yaşamı ile ilgili kendini ifade eder.</p> <p>5. Konuşmalarında betimlemeler yapar.</p> <p>6. Konuşmalarında sebep-sonuç ilişkileri kurar.</p> <p>7. Uygun ve etkin konuşma stratejileri geliştirir.</p> <p>8. Görselleri sözlü olarak yorumlar.</p>	<p>1. Resmi olmayan (kişisel) mektuplarda anlatılanları belirler.</p> <p>2. Bilgi edinmek için okur.</p> <p>3. Okuduklarının konusunu belirler.</p> <p>4. Başlıktan hareketle okuyacağı metnin içeriğini tahmin eder.</p> <p>5. Okuduğu şiirin ana duygusunu belirler.</p> <p>6. Okuduklarıyla ilgili çıkarımlar yapar.</p> <p>7. Şiir okumaktan zevk alır.</p> <p>8. Okuduklarında sebep-sonuç ilişkilerini belirler.</p> <p>9. Okuduklarındaki betimleme ifadelerini belirler.</p>
			<p>YAZMA</p> <p>1. Yazılarında betimlemeler yapar.</p> <p>2. Geçmiş yaşamı ile ilgili kısa metinler oluşturur.</p> <p>3. Kısa ve basit şekilde özgeçmişini yazar.</p> <p>4. Dilek, istek, beğeni ve şikâyetlerini ilgili kişilere yazılı olarak bildirir.</p> <p>5. Olayları oluş sırasına göre yazar.</p> <p>6. Planlarını yazar.</p> <p>7. Yazılarında sebep-sonuç ilişkisi kurar.</p> <p>8. Görüşme ile ilgili aldığı notları başkalarıyla paylaşır.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara/Temel Gereksinim Düzeyi Kazanımları

(***) A 2.1.3

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (***) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	OKUMA
<p>1. Dinlediklerinde sebep-sonuç ifadelerini ayırt eder.</p> <p>2. Dinlediği metindeki başlıktan içeriği tahmin eder.</p> <p>3. Dinlediği konuya uygun başlık belirler.</p> <p>4. Dinlediklerinde geçen yer, zaman, kişi ve konuyu belirler.</p> <p>5. Dinlediklerinde yapabildiklerine ilişkin soruları ayırt eder.</p>	<p>1. Karşılıklı konuşmaları başlatır, sürdürür ve tamamlar.</p> <p>2. Bilgi sahibi olduğu konularla ilgili açık ve anlaşılır konuşmalarda değişen içeriğe uygun olarak konuşmayı sürdürür.</p> <p>3. Basit düzeyde açık ve anlaşılır olarak gerçekleştirilen konuşmaya katılmaya istek duyar.</p> <p>4. Bilgi konularında yapılan açık ve anlaşılır konuşmalara katılır.</p> <p>5. Basit ve bildiği konularda karşılıklı konuşmaktan zevk alır.</p> <p>6. Söz almak için dikkat çeker.</p> <p>7. Konuşmalarında sebep-sonuç ilişkileri kurar.</p> <p>8. Karşılıklı konuşmada önemli bilgiyi ayırt eder.</p> <p>9. Yazdığı şiiri başkalarıyla paylaşır.</p> <p>10. Gazete ve dergide okuduklarını paylaşır.</p>	<p>1. Bilgi konularında konuşmaya istek duyar.</p> <p>2. Kısa konuşmalar yapmaktan zevk alır.</p> <p>3. Basit düzeyde tahminlerini açıklar.</p> <p>4. Uygun ve etkin konuşma stratejileri geliştirir.</p> <p>5. Yapabildikleri hakkında konuşur.</p>	<p>1. Gazete ve dergi okumaya istek duyar.</p> <p>2. Kişisel mektuplarda anlatılanları belirler.</p> <p>3. İlan, duyuru ve afişlerde verilen mesajı algılar.</p> <p>4. Okuduklarında hikâye öğelerini belirler.</p> <p>5. Okuduklarında sebep sonuç ilişkisi kurar.</p> <p>6. Davetiyein konusunu, yerini ve zamanını belirler.</p> <p>7. Okuduğunun konusuna uygun başlık belirler.</p>
			<p>1. Şiir yazar.</p> <p>2. Gerçek ya da hayali biyografi yazar.</p> <p>3. Basit ve kısa kişisel mektup yazar.</p> <p>4. Hikâyeler yazar.</p> <p>5. Günlük tutar.</p> <p>6. Günlük tutmaktan zevk alır.</p> <p>7. Basit duyuru, davetiye, slogan ve reklam yazar.</p> <p>8. İlan ve afiş hazırlar.</p> <p>9. Dinledikleri/okuduklarının konusuna uygun başlık yazar.</p> <p>10. Yapabildiklerini yazılı olarak ifade eder.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi
(**) A2- Ara/ Temel Gereksinim Düzeyi Kazanımları
(***) YA 2.1.4

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA		YAZMA
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	
AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR
4. Arkadaşları ile buluşacağı gün, saati, yeri, ders programı vb.	4. Öğrenciye konuşması sırasında, ihtiyaç duyduğunda yardım edilebilir. Konuşma konularının özellikle öğrencilerin ilgi alanlarına göre belirlenmesine dikkat edilmelidir. 6. Günlük yaşamla ilgili basit ve kısa konuşmalar. 9. Kısa ve basit şiirler	2. sık duraksama ve geri dönüşler olsa da bilgi konularında kısa konuşmalar yapması 3. Örneğin ; « Bir spor müsabakası sonucunun nasıl olacağını söyler », « Bir doğum günü kutlamasına niçin gelmediği konusundaki 4. Dinleyicilerden dönütler alınması sağlanabilir.	1. basit ve kısa şiirler. 2. kısa ve basit bir paragraf yazma. 3. teşekkür ve özür bildiren mektuplar 4. Kısa ve basit hikâyeler. 7. Günlük konular, ihtiyaçlarla ilgili kısa ve basit duyurular

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi
(**) A2-Ara/Temel Gereksinim Düzeyi Kazanımları
(***) A 2.1.4

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA	SÖZLÜ ANLATIM	OKUMA
DİNLEME	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	YAZMA
<p>1. Dinlediği basit, açık ve anlaşılır gündelik konuşmaları anlamlandırır.</p> <p>2. Açık ve anlaşılır bir şekilde gerçekleştirilen konuşmaları genel hatlarıyla anlar.</p> <p>3. İlgilendiği konulardaki yavaş ve net konuşmaların konusunu belirler.</p> <p>4. Dinlediklerindeki/ izlediklerindeki basit, açık ve anlaşılır bilgiyi belirler.</p> <p>5. Dinlediklerinde/ izlediklerinde değişen konuları belirler.</p> <p>6. Dinlediklerindeki betimlemeleri ayırt eder.</p> <p>7. Dinlediklerinde belirtilen hobilerle ilgili ifadeleri belirler.</p> <p>8. Dinlediklerindeki olayların oluş sırasını ayırt eder.</p>	<p>1. Günlük ilişkilerin gerektirdiği farklı durumlara uygun konuşur.</p> <p>2. Kısa, açık ve anlaşılır telefon görüşmesi yapar.</p> <p>3. Hoşlanıp hoşlanmadıklarını nedenleriyle açıklar.</p> <p>4. Bilgi almak amacıyla sorular sorar.</p> <p>5. Bilgi vermek amacıyla konuşur.</p> <p>6. İhtiyaç duyduğu konularda taleplerini belirtir.</p> <p>7. Duygu, düşünce ve tutkularını sözlü olarak ifade eder.</p> <p>8. Hobilerini ve ilgilerini açıklar.</p> <p>9. Gazete ve dergiden okuduklarını başkalarıyla paylaşır.</p> <p>10. Yazdığı diyalogları sınıfla paylaşır.</p> <p>11. İlgilendiği bir konuda kendi görüş ve önerilerini basit şekilde sözlü olarak ifade eder.</p> <p>12. Konuşmalarında günlük hayattan örnekler verir.</p>	<p>1. Görüş ve önerilerini paylaşır.</p> <p>2. Görüşlerini nedenleri ile açıklar.</p> <p>3. Bilgi vermek amacıyla duyuru yapar.</p> <p>4. Basit ve bildiği konularda konuşmayı başlatır, sürdürür ve tamamlar.</p> <p>5. Günlük ilişkilerin gerektirdiği farklı durumlara uygun konuşur</p> <p>6. Olayları oluş sırasına göre anlatır.</p> <p>7. Geçmiş yaşamı ile ilgili kendini ifade eder.</p> <p>8. Sayısal bilgileri söyler.</p> <p>9. Bilgi vermek amacıyla konuşur.</p>	<p>1. Şekil, sembol ve işaretlerin anlamlarını ayırt eder.</p> <p>2. Okuduklarında önemli bilgiyi ayırt eder.</p> <p>3. Bilgi edinmek için okur.</p> <p>4. Gazete ve dergi okumaya istek duyar.</p> <p>5. Okuduklarında ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.</p> <p>6. Okuduklarındaki karşılaştırmaları belirler.</p> <p>7. Okuduklarında belirtilen hobileri ayırt eder.</p> <p>8. Okuduklarındaki betimlemeleri ayırt eder.</p> <p>9. Okuduklarını günlük hayattan örneklerle ilişkilendirir.</p> <p>10. Okuduklarında olayların oluş sırasını belirler.</p> <p>11. Okuduklarındaki sayısal bilgileri ayırt eder.</p>
			<p>1. Yazılarında kendi yaşantısından ve günlük hayattan örnekler verir.</p> <p>2. Hoşlanıp hoşlanmadıklarını nedenleriyle açıklar.</p> <p>3. Yazılarında betimlemeler yapar.</p> <p>4. Geçmiş yaşamı ile ilgili kısa metinler oluşturur.</p> <p>5. Olayları oluş sırasına göre yazar.</p> <p>6. Kısa diyaloglar yazar.</p> <p>7. Kısa mesajlar yazar.</p> <p>8. İlgilendiği bir konuda kendi görüş ve önerilerini basit şekilde ifade eder.</p> <p>9. Yazılarında karşılaştırmalar yapar.</p> <p>10. Bildiği konular hakkında sorulan sorulara cevap yazar.</p> <p>11. Yazılarında günlük hayattan örnekler verir.</p> <p>12. Şekil, sembol ve işaretlerin anlamlarını yazar.</p> <p>13. Hobileri ve ilgilerine ilişkin yazar.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara/ Temel Gereksinim Düzeyi Kazanımları

(***) A2.2.1

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA		YAZMA
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	
AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR
<p>1. Selamlaşma, hitap etme, vedalaşma, tanışma vb.</p> <p>2. İlgilendiği ya da bilgi sahibi olduğu konularda hedef dilin anadil konuşmacıları arasındaki konuşma</p> <p>3. TV, DVD gibi dinleme araçları ile hedef dil konuşmaları içeren sınıf içi çalışmalar için düzenlenmiş, kaydedilmiş konuşmalar kullanılabilir.</p> <p>4. radyo, televizyon, internet vb. yayınlarındaki hava ve yol durumu raporu, reklamlar vb.</p> <p>6. İnsanlar, mekânlr ve sahip olunanlar vb. betimlemeler</p>	<p>1. teşekkür etme, kutlama, izin isteme, özür dileme, ricada bulunma vb.</p> <p>2. Başka bir numaradan arama, randevu değişikliğini bildirme vb.</p> <p>4. bankalarda işlem yaptırma vb.</p> <p>5. Gezi güzergâhı, bir yeri tanıtırma vb.</p> <p>6. Müşteri hizmetlerinden yardım isteme vb.</p>	<p>3. Hazırlanarak bir bilgi veya isteği başkalarına iletme</p> <p>5. Örneğin; için neden sonuçlandırdığını veya geciktiğinin sebebini söylemesini ve bu konu ile ilgili özür dilemesi</p> <p>6. kısa ve basit hikâyelerdeki olayları first, next, then gibi bağlaçları kullanarak basit hikâyeleri ana karakter, yer, olay ve zamanı betimleyerek anlatma</p> <p>7. Geçmiş okul yaşamı, geçen hafta, geçen yaz tatili vb.</p> <p>8. Sayısal önemli bilgileri duraksızdan söyleme (yıllar, tarihler, önemli numaralar vb. sayısal bilgiler)</p>	<p>1. okul yaşamı, günlük işleri ve önceki konular.</p> <p>3. İzlenimlerini ve duygularını katarak betimlemeler yapma.</p> <p>4. Geçmiş okul yaşamı, geçen hafta, geçen yaz tatili vb.</p> <p>5. kısa ve basit hikâyelerdeki olayları first, next, then gibi bağlaçları kullanarak basit hikâyeleri ana karakter, yer, olay ve zamanı betimleyerek anlatma</p> <p>7. SMS, e-mail, kartpostal, not, vb.</p> <p>8. kısa bilgi alışverişi yapılması</p> <p>9. Kişi, nesne, yer vb.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi
(**) A2- Ara/Temel Gereksinim Düzeyi Kazanımları
(***)A2.2.1

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (**) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI			
DİNLEME	KONUŞMA		OKUMA
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM	
<p>1. Dinlediği şiirin ana duygusunu belirler.</p> <p>2. Dinlediklerinin ana fikrini belirler.</p> <p>3. Dinlediklerinde geçen kişisel ihtiyaçları ile ilgili basit ifadeleri ve sorulan soruları ayırt eder.</p> <p>4. Dinledikleri ile ilgili çıkarımlar yapar.</p> <p>5. Dinlediklerinde ne, nerede, ne zaman, nasıl, niçin, kim (5N1K) sorularına cevap arar.</p> <p>6. Dinlediklerinde kabul etme ve reddetme ifadelerini ayırt eder.</p>	<p>1. Bilgi almak amacıyla sorular sorar.</p> <p>2. Bilgi vermek amacıyla konuşur.</p> <p>3. Basit düzeyde açık ve anlaşılır olarak gerçekleştiren konuşmaya katılmaya istek duyar.</p> <p>4. Kabul veya reddettiğini ifade eder.</p> <p>5. Basit ve somut yönergeler verir.</p> <p>6. Konuşmalarında karşılaştırmalar yapar.</p> <p>7. Karşılıklı konuşmada önemli bilgiyi ayırt eder.</p>	<p>1. Kısa ve basit sunu yapar.</p> <p>2. Sorular sorar.</p> <p>3. Sorulan sorulara cevap verir.</p> <p>4. Dinleyicilerden gelen dönütler doğrultusunda konuşmasını düzenler.</p> <p>5. Bilgi sahibi olduğu konularda soru sormaya istek duyar.</p> <p>6. Bilgi sahibi olduğu konularda sorulan sorulara cevap verirken zevk alır.</p> <p>7. Kısa konuşmalar yapmaktan zevk alır.</p> <p>8. Basit duyurular yapar.</p> <p>9. Uygun ve etkin konuşma stratejileri geliştirir</p> <p>10. Konuşmasını görsel sunuyla destekler.</p> <p>11. Sunularında içeriğe uygun görseller kullanır.</p> <p>8. Okuduğu kısa basit hikâyeleri sözlü olarak anlatır.</p> <p>9. Bilgileri tablo ve grafiklerle sunar.</p> <p>10. Bilgi, duygu ve düşüncelerini sunmak amacıyla bilişim teknolojilerinden yararlanır.</p>	<p>1. Deneyimlerini anlatır.</p> <p>2. Kısa metinler yazar.</p> <p>3. Not alır.</p> <p>4. Hikâyeler yazar.</p> <p>5. Yazısına uygun başlık belirler.</p> <p>6. Yazılarında ana fikre yer verir.</p> <p>7. Planlarını yazar.</p> <p>8. Yazılarında sebep-sonuç ilişkisi kurar.</p> <p>9. Duygu, düşünce ve hayallerini yazar.</p> <p>10. Yazılarında bildiği kısıltmaları kullanır.</p> <p>11. Bilgi, duygu ve düşüncelerini sunmak amacıyla bilişim teknolojilerinden yararlanır.</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi

(**) A2- Ara/ Temel Gereksinim Düzeyi Kazanımları

(***) A2.2.2

**ANADOLU TÜRÜ ORTAÖĞRETİM KURUMLARI (*)
9.SINIF KAZANIMLARI (***) ve AÇIKLAMALARI**

ÖĞRENME ALANLARI				
DİNLEME	KONUŞMA		OKUMA	
	KARŞILIKLI KONUŞMA	SÖZLÜ ANLATIM		
AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR	AÇIKLAMALAR	
<p>1. Seviyeye uygun şifirlerden örnekler seçilebilir.</p> <p>2. Seviyeye uygun metinlerden örnekler verilebilir.</p> <p>3. Alışverişte, restoranda vb. geçen ifade ve sorular kullanılabilir.</p>	<p>1. bankalarda işlem yapma vb.</p> <p>2. Karmaşık yolları tarif etme vb.</p> <p>4. Kabul veya reddettiğini sebepleriyle açıklama.</p> <p>5. bir araç gerecin kullanımı, yemek tarifi vb.</p> <p>6. Kişi, nesne, yer vb. karşılaştırmalar.</p>	<p>1. Kendi gündelik yaşamıyla ilgili bir konuda kısa ve önceden hazırlanarak yapılan sunuda düşüncelerini, planlarını ve eylemlerine ilişkin kısa açıklamalarda bulunma.</p> <p>2-3. Yaptığı sunuyla ilgili sınırlı sayıda soru sorma ve soruları cevaplama</p> <p>8. dikkatle dinlenilmesi halinde anlaşılacak, önceden hazırlanmış, çok kısa ve tahmin edilebilir konularda</p> <p>10. Örneğin; öğrenciden özel günler, bayramlar, festivaller anlatırken görsellerle desteklemesi istenebilir.</p>	<p>1. günlük yaşamda sık karşılaşılan ifadelerin yer aldığı metinler</p> <p>Örneğin; meslekler, reklam materyalleri, hava durumu tahminleri, gazetedeki burçlar, bir ülünün biyografisi vb.</p> <p>5. Kısa, basit ve açık gazete ilanlarında yer alan kısaltmalar</p> <p>8. Güncel konularda web sitesinden bilgiye ulaşma.</p> <p>9. istatistikler ve kamuoyu araştırmaları</p>	<p>2. Ailesi, yaşam koşulları, eğitimi, yaptığı işler vb.</p> <p>3. Acil kişisel ihtiyaçlarına ilişkin kısa ve basit notlar.</p> <p>4. Kısa ve basit hikayeler</p> <p>7. Çevre, tatil, meslek ve sağlıkla ilgili</p>

(*) Anadolu Lisesi, Anadolu Öğretmen Lisesi, Fen Lisesi, Anadolu Meslek Lisesi, Anadolu Teknik Lisesi, Anadolu Sağlık Meslek Lisesi, Anadolu İmam Hatip Lisesi
(**) A2- Ara/ Temel Gereksinim Düzeyi Kazanımları
(***) A2.2.2

APPENDIX 3






SAMPLE DATA CODING PAGE FROM NEW BRIDGE TO SUCCESS FOR GRADE 9

4

TRAFFIC

Let's Start


All traffic signs are the same in the world, but they are in different languages. Look at the signs and match them with the countries.

<input type="checkbox"/> England					
<input type="checkbox"/> Mexico	a	b	c	d	e
<input type="checkbox"/> Morocco					
<input type="checkbox"/> Turkey					
<input type="checkbox"/> Korea					

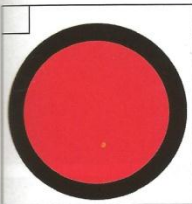
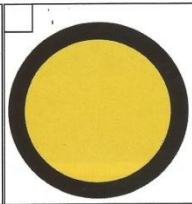
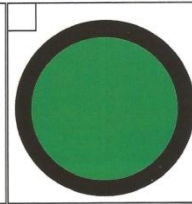
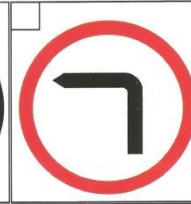
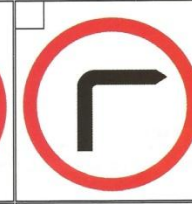
Other




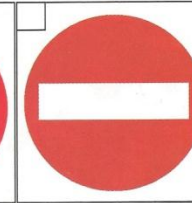
Listening & Reading

a. Look at the picture. What is the dialogue about?



b. Listen to the dialogue and tick the signs you hear.




<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				
1. Stop	2. Wait	3. Go	4. Turn left	5. Turn right

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
6. Don't Park	7. Don't turn left	8. Don't turn right	9. Don't enter

c. Listen to the dialogue again. What can't the driver do?

APPENDIX 4

SAMPLE SELF-ASSESSMENT CHART FROM *BREEZE 10*

How much do I know?				
	I can			
Listening	understand the main points of standard speech or radio programmes on social and work life.			
Spoken Interaction	deal with situations in social and work life.			
Spoken Production	discuss my opinions and plans briefly.			
Reading	understand texts that consist of topics related to social life and work life.			
Writing	write personal letters or texts describing experiences and impressions.			

APPENDIX 5

SAMPLE PAGE FROM BREEZE 10

Unit 4 Part I Languages

Part II Languages

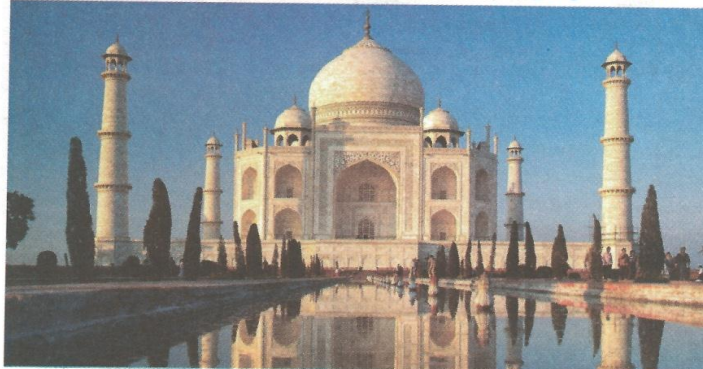
A. Match the languages to the scripts.

Latin, Arabic, Hebrew, Greek, Mandarin Chinese, Hindi

<p>没 逝 鞞 耶 三 耶 揭 鞞 殺 恒 藐 阿 帝 殺 逝 姪 三 囉 莎 社 鞞 他 勃 喝 訶 三 殺 唵 陀 帝 也 喇 嚕 帝 南 恒 婆 薛 鞞 謨 他 喝 硫 殺 薄</p>	<p>A B Γ Δ E Z H Θ I K Λ M N Ξ O Π P Σ T Y Φ X Ψ Ω</p>	<p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p>
1.	2.	3.

<p>अ आ इ ई उ ऊ ए ऐ ओ औ अं अः अँ ऋ प पा पि पी पु पू पे पै पो पौ पं पः पाँ पृ</p>	<p>א ב ג ד ה ו ז ח ט י כ ל ם ע ס נ ן מ ף ץ פ ף ת ש ך ק</p>	<p>أ ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و ي</p>
4.	5.	6.

B. Work in groups and share ideas about the languages above.



1. Which language is the easiest?
2. Which one is the most difficult?
3. Which alphabet looks more beautiful?
4. Which one would you like to learn one day? Why?

CURRICULUM VITEA

NAME AND SURNAME : Mehmet Galip ZORBA
 Date and Place of Birth : 21.05.1985, ANKARA
 Marital Status : Engaged

Education

High School : Turgut Reis High School (Foreign Language Intensive)
 Undergraduate : Ankara University, English Language and Literature
 Master : Akdeniz University, English Language Teaching
 MA Thesis : AN EVALUATION OF ANATOLIAN HIGH SCHOOLS' 9th GRADE EFL CURRICULUM AND COURSE MATERIALS THROUGH THE PRINCIPLES OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

Foreign Languages : English, German

Scientific Activities

Akdeniz University : Language Studies Conference 2012
Akdeniz University : Foreign Language Teaching Policies in Europe 2009
Hacettepe University : English Language Teaching Certificate Programme 2009

Work Experience

Internship : Halide Edip Adivar Secondary School 2009
 Occupation : Akdeniz Üniversitesi Research Assistant 2010-...
 E-mail : galipzorba@hotmail.com
 Telephone number : -